

PERSONAL COLUMN

Can anything be done within the school system to improve the standard of protest letters? I have been receiving a number of these at the Commission for Racial Equality lately and, if ever there was an instance of declining standards, there letters are evidence of it.

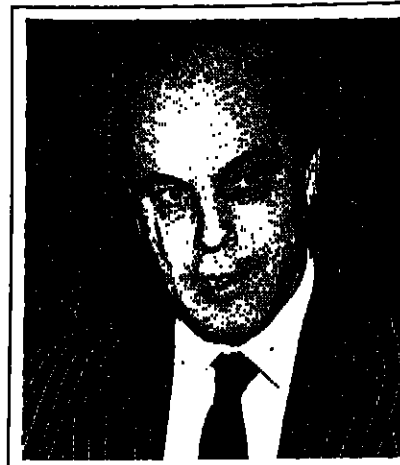
I recall better days. Back in the North Riding in the 1960s all manner of denunciatory letters reached county hall. They were duly filed under "Offensive Correspondence". No one other than Frank Barraclough, the Secretary for Education, was allowed, by answering them, to deny him the pleasure of firing his own salvoes back in reply. But it was only towards professional colleagues who had offended that the mask of civilized acerbity would sometimes be allowed to slip: "My dear Brown," he would write on such occasions, "some ill-mannered lout in your office has sent me a letter with a semi-literate scrawl at the end which, if I did not know you better, might have passed for your signature..." And so on.

But I digress. Despite these lapses, the general picture was that of correspondents who had learned to complain, however waspishly, in ways that enabled another human being to reply in kind. Lesson one to be taught to future protest-letter writers is that letters have to be read as well as written.

I am not sure what happened to denunciatory letters in the West Riding of the early 1970s, still less to the rude ones. That imperturbable office staff presumably siphoned them off somewhere. But one protest, still glowing with indignation after all these years, remains the definitive response to a cost-cutting i.e.a. trying to close adult education classes below a certain size:

Sir,
The Lord himself decreed that Sodom and Gomorrah should be saved if peradventure 10 righteous could be found there. How then can the county council close the speech training class at Birstall when there are 11?

How indeed. Lesson two in protest-letter writing is to ensure that the letter is not only legible but also readable. It was in the mid-1970s in the ILEA that I noticed the tone of protest writing taking a turn for the worse. Consider the following that dropped through my door one morning:



PETER NEWSAM

Dear Newsam,
You are a fool. You are going to be followed and persecuted from now on. We have arranged it with British Rail and London Transport to have you marked. Train drivers, guards and personal spies will watch wherever you go. You will be given a bad reputation by giving people false statements about you. We will see to it that all your incoming letters are opened and staff at county hall take a dislike to you.

Do not try to do anything about it or we will see to it that you are recommended to a psychologist for being somewhat mad. We can do this despite your status. You will find that the easiest way out is to kill yourself. The reason you are being followed is because we have reason to believe you are a criminal of an embarrassing nature... (and so on)

J Taylor/Samways

Now there is a certain crazy charm about this letter, but does not a close examination of the text suggest some falling away in standards here? In some respects, Mr (or Messrs) Taylor/Samways had obviously been no dunce. He was certainly an ace speller. Not many people can rattle off a list of names as he had done. Yet somewhere during the educational process something had gone wrong. For instance the programme that he had set himself was so obviously defective. There was no need to

A right of reply

'Some of the most offensive people are not mad at all. They are worryingly sane'

open my incoming letters. That was already taken care of. And as for making staff at county hall dislike me... I hurried off to confront Taylor/Samways and laugh hollowly at him; but the man who came to the door denied being either Taylor or Samways or any combination of the two. A frustrating experience but it reinforces lesson three. For a protest letter to be worthwhile, there must be something short of suicide the recipient can do about it.

Here at the CRE, protest letters tumble out of the morning mail sack in profusion. The most offensive ones used to be filed, a little frivolously, under N (for "Nutters"). That seemed inappropriate for two reasons. Evidently, when it comes to race, there are people struggling with peculiar forms of psychological disorder. So there is nothing to laugh at here. And equally unfunny is the fact that some of the most offensive people are not mad at all. They are worryingly sane. So now we take a soberly neutral view and file the genre under H (for "Hate").

Most of these letters are unfit to quote but here is a printable extract from one which recently gave me some pleasure. The letter arose because the CRE had suggested that as there is a law against discrimination on racial grounds and as there is a clause in Government contracts which draws attention to the fact, it might not be unreasonable for Government, tugging at its forelock as it did so, to ask the people signing Govern-

ment contracts what they had done to satisfy the condition to which they had put their names. This simple thought, called "contract compliance" in the trade, provoked gale-force tantrums. Soothing attempts at explanation were brushed aside in terms which would have left Taylor/Samways amazed at his own moderation.

"The plain and simple fact," concluded one gentleman after a few sizzling paragraphs, "is that you yourself should be arrested and put on trial for sedition, and discrimination against the indigenous population, and treacherous mendacity."

"Sedition", "treacherous mendacity"? Splendidly over the top though it may be, this is at least A level English surely.

But the plain and simple fact is that we have come a long way from that speech-training class at Birstall. And there is a message here for Croydon and others where they get down to the detail of those check-lists we have been reading about. For we know - at least I hope we still do - that what children spell is quite as important as how they spell it and that, as the hate letters show, there is no connection whatever between good spelling and good sense. So the ultimate lesson for future protest-letter writers to learn at school is the age-old one that, without charity, even the best spelled letter may be so much sounding brass and tinkling Samways.

Charity on the check-list? I have heard of odder suggestions recently.

NEXT WEEK

School ties
Roy Foster on the cosiness of the public-school world
Castro's other revolution
Why Cuba is one of the best-educated societies in Latin America
Can appraisal work?
A report on a DfES-sponsored conference
EXTRA
While TV and video come under attack, how are schools making positive use of them?

NOTICEBOARD

PEOPLE...

Mr John Arty, head of Theatre Arts and Physical Education at Intake High School, Leeds, to be Inspector for dance for the ILEA.
Dr Ron Wallace, director of the Storage-based Hertfordshire Technical and Vocational Educational Project, to be chief adviser for Hertfordshire.
Mr John Keyte, formerly secretary of the Police Superintendents' Association of England and Wales, to be the new director of the Joint Educational Trust, which helps to place children from deprived homes at boarding schools.
Mr Geoffrey Drought, Deputy Director of Education with Tayside Regional Council, to be Director of Education for Gwent from early 1986.

CONFERENCES...

November 23
BEMAS and NACPE joint conference on "The management of pastoral care: prescription and practice" at Groby Community College, Leicester from 9.15am to 12.15pm. Speaker: Peter Robbins. Details: Tricia Raper, Burleigh Community College, Thorpe Hill, Loughborough, Leics.
November 23
National Association of Teacher Therapists and Teachers in Multi-Disciplinary Settings conference on "Play and Learning at Isledon Teachers' Centre, Blackstock Road, London N4. Speakers: Margaret Meek, and Craig San Roque. Cost £3.50 (members £2.50). Details from Cathy March, 50 Ravensbourne Park, London SE6.

COURSES

November 30
The psychology of women - a conference to be held at University College, Cardiff. Details from M de Jong, Department of Psychology, University College Cardiff, PO Box 75, Cardiff CF1 1XL.
November 30
Socialist Teachers Alliance conference at Sir William Collins School, Charnington Road, London NW1. On Joseph's Dream Curriculum Responses and Alternatives. Speakers: Frances Morrell, Jane Shallice and Steve Bell, John Perry and Andy Green. Details: Jon Duveen, 53 Finsbury Park Road, London N4.
December 4
Lesbians and gays in education - at Birmingham Lesbian and Gay Centre, 291 Corporation Street, Birmingham B5 7AF. Participants: Bob Crossman, Jeff Rooker, MP and Hugh David. Details from Rod Dunagat at 291 Corporation Street.

EVENTS...

November 19
The Forum for the Advancement of

COMPUTATIONS...

Education Therapy lecture by Ica Salzberger-Wittenberg on "The emotional experience of being a teacher" at 7.45pm at the Tavistock Centre, 120 Belisle Lane, London NW3. Guests welcome.
November 23
Heroes, heroines and helpers - a workshop led by Maureen Sawyer, family therapist, at Notting Hill Gate. Fee £20. Details from Hazel Robinson, 01-727 6683.
Until January 26
German Tales in English - a British Library exhibition to mark the bicentenary of the birth of Jacob and Wilhelm Grimm mounted by Brian Alderson. Early German editions of the stories as well as later English versions will be on display. Admission free.

COMPETITIONS...

National Mathematics Contest 1986
The closing date for applications is December 1. The contest itself, which will lead to the selection of the team for the International Mathematical Olympiad to be held in Poland, will take place next February. Most entrants are school-leavers, but fourth and fifth years may also enter. The NMC uses the American High School Paper, based chiefly on material from school algebra. Samples are available from the Mathematical Association, 259 London Road, Leicester LE2 3BE, price 20p. Details of the Contest from John Hersey, 76 Pembroke Road, Bristol BS8 3BG.

INFORMATION

Secondary Science Curriculum Review

PUBLICATIONS...

Association for Liberal Education
Three new publications aimed at teachers working in the pre-vocational area include: A practical approach to CPVE; the Southend pilot scheme; Teaching strategies for 365; learning methods in vocational preparation; and CPVE: Putting integration into practice. They cost £3 each (£1.50 for students and unwaged) and are available from Diane Brace, FE Staff College, Blandford, Dorset, BA11 6BG.
Higher Education - Finding Your Way
The DES has published a booklet and wall-chart to explain the education options at 16 and 18. It has been sent to all secondary schools and FE colleges in England and Wales. Further copies of the booklet are available from the Publications Despatch Centre, DES, Honeyopt Lane, Canons Park, Stanmore.

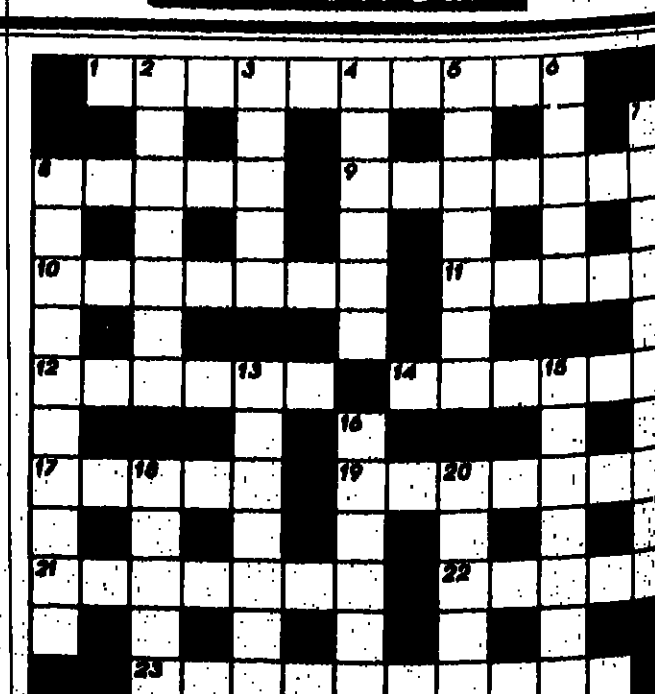
PUBLICATIONS...

CPVE Bulletin 7
gives details of the relationship between TRIST, DES grants for INSET, i.e. staff development programmes and FEU's staff development and support for CPVE. Available free from: Publications Despatch Centre, DES, Honeyopt Lane, Canons Park, Stanmore.

PUBLICATIONS...

CPVE Bulletin 7

No 229 CROSSWORD by Rufus



Across

1 Start of play (5,5)
8 Little Diana, modest but very attractive (5)
9 Deliver a new agreement to the present tenant (7)
10 See fair sort of (5)
11 Stop using TV as a divorcee (5)
12 Sex and art production films made in the 60s (6)
14 Fast laptop (9)
17 A clause that regulates (5)
19 High post (4)
21 Brightened when things go badly (7)
23 Book with a policy

Down

2 Examine a soft-hearted insect (7)
3 Systems in the way? Yes (5)
4 Usual pattern followed by an Anglo-Saxon conqueror (6)
5 Flirt and annoy (5)
6 A lamp (5)
7 The inn between in (4)
13 Married couple lower (7)
14 A cost-benefit (5)
15 Greyhound? (5)
16 Horse stopped very softly out (5)
20 Red, pole or post (5)

Solutions to Puzzle 228

1. Start of play (5,5)
2. Examine a soft-hearted insect (7)
3. Systems in the way? Yes (5)
4. Usual pattern followed by an Anglo-Saxon conqueror (6)
5. Flirt and annoy (5)
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19. High post (4)
20. Red, pole or post (5)
21. Book with a policy

Educational Supplement

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Distinction and Merit awards plan to be revised

by Biddy Passmore

Education ministers are revising and delaying - but not abandoning - their plans for Merit and Distinction awards for the 16 plus examination, in the light of the overwhelming hostility to their first set of proposals.

Sir Keith Joseph will shortly unveil revised plans that will meet some of the criticisms expressed during consultation. The need for further consultation means that the new awards cannot now be introduced at the same time as the GCSE, in 1988.

Under the Government's original proposals, published in December last year, Distinction awards would have been given to candidates who obtained grades A to C in at least seven subjects: English, maths, a science, a modern language, history or geography, one subject from a group - CDT, home economics, art and design, music - and one other, again from a defined list.

They would have needed at least two A grades and not more than one C. For a Merit award, two models were put forward: either seven subjects at lower grades, possibly with a grade C average, or six subjects at grade C or better.

The idea behind the proposals was to encourage more bright pupils to follow a broad curriculum up to 16. But the proposals were attacked,

mainly for placing a stranglehold on the curriculum, by interests as diverse as the exam boards, local authorities, teacher unions and the Government's own advisers on the curriculum. The proposed division between the very able and the rest was also widely criticized.

Only the right-wing National Council for Educational Standards and the independent schools were in favour but they too had reservations about some aspects of the plans.

The vehemence of the reaction meant that ministers were forced to reconsider, as they could not foist the scheme on unwilling exam boards and schools.

But they are thought to be most reluctant either to ditch one of the awards or to reduce the number or level of passes required.

The revised plans, which will probably appear in the New Year, are therefore likely to make the subject categories more flexible. For instance, while the category of a practical or aesthetic subject will probably be retained, the seventh category may become "any other subject".

Ministers have made the decision about the awards now because some schools were already expressing worries about their timetables for next autumn.

Sir Keith in stormy talks with the NUT

A private meeting between the NUT and Sir Keith Joseph ended with heated exchanges on Tuesday with the Education Secretary telling union leaders that the NUT's strike action was an "abominable" act.

The meeting had been arranged for some time to discuss motions passed at the NUT's annual conference earlier in the year. In the event it took place after Sir Keith had publicly criticised the union in the Commons for its strike action.

He told the NUT delegation, that there was "justification for teachers' disrupting children's education". "Union sources admitted that the exchange had been 'heated' and that Mr Fred Jarvis, NUT general secretary, had told Sir Keith he was 'completely out of touch with teachers'."

Mr Jarvis is reported to have added: "At the time of the NUT lobby of Parliament you (Sir Keith) at least accepted that the NUT represented its members." Mr Jarvis said afterwards that teachers would be "bitterly disappointed" that there was no Government initiative to end the dispute.

Earlier in the Commons, Sir Keith had rejected a call from Mr Giles Radice, Shadow education spokesman, for an independent inquiry into teacher's pay.

The Commons exchanges followed a meeting between Sir Keith and Mr George Younger, the Scottish Secretary, and Viscount Whitelaw, deputy Prime Minister, and Mr Norman Tebbit, the Conservative Party chairman, to discuss the dispute.



Counter measure: Mr Kenneth Antcliffe at work in the city centre bar that could be turned into an emergency office.

Lock out: 300 staff poised to set up HQ in city pub

by Sarah Bayliss and Richard Garner

Three hundred staff from Liverpool's education department are expecting to report for work at a city centre pub from Monday if doors to their headquarters are barred and bolted.

However, their director Mr Kenneth Antcliffe, will get to his normal office "via subterranean passages" to man the telephones, having won a concession to enter the building from the main caretakers' union GMBATU.

"It would be bloody difficult for me to work from a public call box in the pub across the road and the unions are now making nice noises about me getting to my desk by another route".

The front door to the education department is likely to be locked and picketted by GMBATU members who are the strongest supporters of the Labour council's policy to bring services to a halt over the financial crisis. They have said they will consider themselves laid off from tonight having received their last pay packet yesterday.

"This building and adjacent buildings are very much a warren and I know how to get in without coming through the front door," said Mr Antcliffe. "I have been told I will be allowed through a little door which will enable me to make my way through subterranean passages. I won't be noticed".

Meanwhile his staff, who largely belong to the white collar union Nalge, have been advised to report for work. "I have a duty to arrange for somewhere for them to go out of the rain," said Mr Antcliffe.

The landlord of the Cumberland Hotel, opposite the back door of the education offices, has obliged and will open his doors from 8.30am to 10pm. A register of those present will be taken, so that in future they may be able to claim their pay.

Facilities at the Cumberland - a public telephone, tables, chairs, coffee and toast at five pence a time - were made available to Mr Antcliffe and his staff two months ago during a one-day caretakers' strike.

Two telephone lines will be open to Mr Antcliffe's office and he will be aided by a couple of staff dealing with emergency calls from schools whose shutdown is also imminent. Parents are being advised to tune to local radio stations for news about their children's education.

Examination candidates in the city have been warned their results may not be published if the council cannot find the cash to pay an outstanding £150,000 bill to the exam board.

The Joint Matriculation Board is owed the money from entrance fees for candidates for last summer's examinations and describes the authority's failure to pay as "unprecedented".

Now Mr Antcliffe has been told that the candidates resitting GCE and CSE

examinations this week and next may not have their results published in January if the money is not forthcoming.

Mr Colin Vickerman, secretary to the JMB, said: "The JMB hopes the thing can be settled because the last thing we would want to do is to take action which would adversely affect the children in Liverpool."

"There are various courses open to the board but obviously we cannot have a situation whereby one major authority is subsidized by the others. Liverpool will have to pay".

Contingency plans have been laid by the authority to ensure that candidates resitting their examinations next week will be able to take them should schools be shut because of the authority's financial crisis.

The wholesale closure of schools and colleges next week was imminent as The TES went to press. They were only able to keep going this week because unions had instructed their members to work normally despite the fact they had been told yesterday's weekly wage packets would be their last for the duration of the crisis.

A critical meeting between Labour leaders of the city council and the Labour group of the Association of Metropolitan Authorities was also taking place yesterday.

THIS WEEK

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PLATFORM

Who will be left when the pay dispute ends?



As the teachers' unmet claim becomes not so much a crisis and more a way of life, Tim Brighouse (left) looks at the long-range effects on confidence and leadership.

A blank look of despair, some baleful mistrust, a touch of fear... these are the qualities most evident in staffrooms in large schools as the continuing dispute about pay and conditions of service becomes less a crisis and more a way of life. There is at once a desperate wish among teachers for it to be over and a grim determination that it should continue. For the dispute is only one-quarter to do with pay and conditions, shameful though they are and just though the claim is: the other three-quarters is to do with pride and injured esteem.

It is to do with uncomprehending and unforgiving anger at patronising leaders such as that in *The Times* of November 1: "The issue is reforming a conservative, under-performing... (teaching) profession."

The view of an under-performing profession is at variance with the detailed observation of experts' view of teachers whose quality and performance is higher now in the face of unparalleled difficulty than it has ever been. Teachers know still have a sense of vocation. It is as old-fashioned and as admirably idealistic as in the senior teacher in Bicester who refused the lure of £25,000 a year and a car last summer while on an industrial secondment, preferring, to his eternal credit, a return to the exhausting task of helping some of our future citizens to develop their potential. Not every teacher, as I shall show, has been as resolute.

Apart from the accommodations such as "staff-arranged" curriculum meetings in pubs rather than schools and the erosion of that sense of fulfilment which, money apart, is the justification for all teachers, the daily consequence of this dispute is an unparalleled test of leadership on two fronts. The first, involving national leadership of unions, employers and the Secretary of State, has been found wanting; but the second, locally and deep in the firing line, has affected individual head teachers—a key ingredient of all successful schools—and their support or lack of it from education officers and their elected committees.

Recently, in a long session with beleaguered and outstanding headteachers, I listened and responded to questions such as "Will you provide cover for teachers taking ski trips or do

we cancel?" "What will the I.E.A. do if a teacher refuses to investigate an examination during break time?" The answer was relentlessly the same. "Our only consistency will be inconsistency of response to such questions." And that meant, of course, apparently contradictory solutions in similar circumstances because it was vital to ensure that the local authority optimized the chance for each headteacher, with the staff, parents, governors and local community, to resume that crusade against mental slavery which is the purpose of the education service.

During the course of our discussions, I confessed to headteachers that I was not of hostility nor of reproach but of mutual understanding. In such circumstances we agreed that the main aim must be survival. But our thoughts refused to turn to the enormous salvage work which we'll have to do together when all this bitterness is over for two reasons. First, the rhythm of anguish is so deeply engrained it is hard to imagine that the dispute will ever disappear, and, secondly, we are so preoccupied with our present attempts not to make the mistake which will bring sudden violence, pupil strikes and the like to our schools.

We shall have to return to the issue of the post-dispute schools one day however. What will they be like? One thing is certain—they won't be the

same, they never are. Ever so subtly, perhaps even dramatically, things will have changed. The teachers will be different. It isn't simply that many of the latest recruits will neither have experienced, in their training nor in their probationary year the extra-curricular activities or parental consultation which have been in suspense in some places since 1983. It is also that many of those who were committed to such important features of teaching have left the profession, some prematurely as they became increasingly aware of its exceptional calls on energy which make it a young person's profession.

More worryingly, others have left teaching in mid-career. In the early part of this dispute, about a year ago it seems, *Panorama* highlighted three excellent teachers from an Oxfordshire comprehensive school who, denied promotion and denigrated by public opinion, left for better pay, conditions and, above all, respect in commerce and industry. Was it representative?

In the first eight months of this year of a staff of about 120 at one of Oxfordshire's most famous comprehensive schools, 30 left: of these 20 retired, eight were promoted or moved within the teaching profession, and 20 left teaching altogether in mid-career. Another 40 are expected to join these last by Christmas.

At the primary level the situation is no less serious: for example only seven

applicants applied recently for a Group 4 headship (even in Oxfordshire) and a prospective shortfall of trained primary teachers looms within a year or two. The market forces so beloved of the Secretary of State are at work with a vengeance as they rob a generation of schoolchildren of the excellence they deserve and without which our future society will be even more impoverished than it now is.

The haemorrhage of the best of the profession can only be compared with that which occurred before Houghton which ironically, when it had run its course, trapped within the profession the less competent. Shall my generation of education officers be required by Sir Keith to emulate the Bourbons in forgetting and learning absolutely nothing?

Just as the teachers will be different, so certainly will be their lunch hours. During the dispute, and in order to safeguard children during the lunch hour and avoid High Court action to enforce the Education Acts, a steady trickle of authorities have bought out the teachers' voluntary commitment in the lunch hour by employing supervisors instead. In itself that doesn't matter since the quality of teaching in the afternoon is observed to have improved. But it signals the need to pay attention to the pattern of the school day when the action is really over.

I say "really" because it is clear that the best we can hope for in the short

term is a truce which will avert for a while, but when the resumption of the vexed voluntary duties of piecemeal and disruptions, it would be so until somebody duces an adequate career structure, pay and conditions and a sum against the annual erosion of real salaries. That means a permanent tribunal and a commitment to a new and assured place in the new system of occupations and professions with which teachers can be compared. And in that respect they have a claim on the nation's rewards that judges and policemen who are protectors of an unjust society, who as teachers are the creators of something better than the present one, and who are increasingly persecuted and stricken present one. In short teachers have to be taken out of the market place.

I do not know a successful teacher who has not been coming wholeheartedly to extra-curricular clubs, parental consultation, school trips and school plays because the teacher knows that the mutual respect and confidence between teachers and pupils which leads to true learning is rooted in those activities as much as in the classroom.

When it's over there will be no pockets of that enthusiasm, eagerness, idealism which is the hall mark of teachers. And there'll still be no good leadership: perhaps we'll need to change the day to incorporate as a normal part of the timetable events such as interest-led clubs, drama and music productions, work and residential experiences like some schools in Oxfordshire and elsewhere have already done.

The climate however will change only if two things happen. First, there needs to be a substantial increase in investment in, and confidence in, education service, and, secondly, there must be a change in leadership style. If Sir Keith really cares about some of his reforms, many of which have no chance of success in a foreseeable future, the best way to secure their successful implementation would be either to learn to smile or to give way to someone who can.

Tim Brighouse is Chief Education Officer, Oxfordshire County Council.



Digging in Richard Leakey, director of the National Museums of Kenya, examines a bone of a homo erectus who lived 1.6 million years ago.

that in these difficult times the major museums have opted for conservation and drawn back from their critical role as educators and communicators. The paucity of budgets for education within museums and the very small number of staff specifically concerned with educational and outreach programmes underline this fact. Perhaps even more significantly there has been a failure to continue with the existing range of temporary exhibitions characteristic of the late 1970s. The temporary exhibition was rapidly becoming a major form of communication which gave museums a key opportunity to communicate with a wider public and to make their collections relevant to a contemporary audience.

In its own way a temporary exhibition can be as significant a form of communication as a book, a play or a television programme. Current policies, however, seem to condemn museum and gallery staff to the role of lexicographers as opposed to that of journalists, novelists or poets. Thus collections are rarely put together in original ways and designed, presented or selected to develop a particular theme or to raise issues of popular concern and interest.

There is a failure to use public buildings in urban centres to inform

the public about the crucial link between the past and the present, to enable them to understand better the changes taking place in their own environment or simply to enrich their understanding.

These thoughts were stimulated by the fact that the Commonwealth Institute is currently presenting a major temporary exhibition entitled the Human Story. The exhibition, using a wide variety of techniques, traces the development of the human species through its 35 million year history. The key role in the development of the exhibition has been played by Richard Leakey, well known for his work in the field as well as his skills as a communicator on television.

The exhibition stresses that scientists often disagree strongly about interpretation of evidence and attempts to draw the visitor into the debate. The sweep is immense, starting with the origins of the planet and ending with a section on the future. After London it will travel through Continental Europe for the next two years and then tour major cities on the African continent. It has been designed to travel and to fit into a variety of physical and cultural contexts.

Another characteristic of temporary exhibitions is that they stimulate a wide range of other activities. Such an

approach tends to focus attention on different ways of understanding and interpreting a theme. Thus, alongside the Human Story exhibition there are two major art programmes, one aimed at the general public and one by Welfare State Theatre Company and the National Theatre of Drama and another which focuses on children and is led by an Australian teacher and a team of actor/educators. Both groups will interpret the story dramatically and with audiences participating in the drama. Packs of materials for schools and education programmes on human origins will be made available for loan. Conference seminars and workshops will place throughout the period of the exhibition and there will be a number of pointers towards the exhibits contained in the permanent galleries.

It is assumed that all other museums will develop their own associated programmes and arouse the same lively debate about the issues that are figured in the British Press and media in recent weeks. One outcome of the mounting of the exhibition has been the fact that staff of the Institute have worked with three of the world's leading paleoanthropologists, with highly innovative designs and with representatives of IBM, who have sponsored the whole project. The approach required by such an enterprise is one that could have parallels in many other settings. The approach to an exhibition into an event, a form of theatre.

Following the debate on the funding of museums and galleries, it is that a much higher priority will be given to the task of animating the spaces, facilities and collections. It is thus that they be seen to be arenas for real debate and demonstrating that objects they collect so assiduously have force and relevance in contemporary society. Failure to do so would be a further support necessary to museums to both communicate and conserve.

James Porter is Director of the Commonwealth Institute.

Sir Keith hints at scheme for direct grant primaries

by Biddy Passmore

For the second time in six months, DES ministers and advisers have been caught on the hop by ministerial revelations about plans to restore direct grant schools.

First Mrs Thatcher, in a television interview in July, and now Sir Keith Joseph, in off-the-cuff remarks at the end of a conference have lifted the curtain prematurely on plans circulating within the DES.

Sir Keith has made it clear for the first time that the emphasis is on primary rather than secondary schools.

What appears to be under consideration is a pilot scheme under which voluntary groups—perhaps parents, perhaps charitable trusts—would apply to the Education Secretary for funding to set up new primary schools in inner city areas.

The idea is that they would act as beacons of excellence to the surrounding local authority schools. Sir Keith is said to be not satisfied that inner city primaries are doing as well as they might, even allowing for the problems of their pupils' home backgrounds.

A parallel scheme would enable parents or a trust to take over village schools that were still educationally valuable although the local authority had decreed them too small to be economic (as happened at Madingley in Cambridgeshire). But there is no

plan to set up or fund rural boarding schools.

To qualify for a per caput grant, the parents or trust would have to satisfy the Education Secretary that they had sound educational ideas—including clear guidelines that stressed numeracy, literacy and practical skills—that they had access to suitable premises and that they had the necessary expertise to run an efficient school.

The need to prove their track record could favour large trusts which already run schools, such as some of the City of London companies, or the owners of prep schools.

Before he could invite applications, Sir Keith would have to restore the Education Secretary's right to fund schools directly, which was removed by Labour in their 1976 Education Act. That would require the approval of both Houses of Parliament for regulations under the 1944 Act.

Sir Keith was at pains last week to play down the plans, stressing that they were "a mouse", would only involve some 12 schools, were "not even on the drawing board yet" and could not be implemented until after the next election.

But pressure for earlier action may come from the Prime Minister whose adviser, Mr Oliver Letwin, is one of the scheme's authors. (The other is Mr Stuart Sexton, Sir Keith's adviser, who

was chief architect of the Assisted Places Scheme.)

Mrs Thatcher's impatience with lack of progress within the DES is believed to have prompted her remarks in July.

As soon as the Education Secretary had revealed that the plans were for primary schools, there were accusations that he was planning to introduce a "five-plus".

But it is by no means certain that the primary schools would be academically selective, since that would give them advantages which would lessen their exemplary value for surrounding state schools.

They might simply require parental commitment—although that gives them advantages too—or take pupils from the surrounding area.

Nor have any decisions been reached on the method and level of funding. The per caput grant could be set at the level of the local authority's spending per primary pupil or it could be pitched lower. Either way, parents could be allowed to top up the fees on a means-tested basis.

One thing is certain. The schools would be created in the heart of Labour strongholds such as London, Liverpool and Manchester, who would do everything in their power to stop them.

Lifting the curtain—a touch too fast

by Bert Lodge

Sir Keith Joseph made his surprise mention of direct grant primaries with a timing Rex Harrison could hardly have bettered.

A mere tug of a briefcase zip away from departing from DES conferences as teachers appraised in Birmingham last week, he answered a question with: "We are looking at the possibility of a number of direct grant primary schools."

If he had tossed a thunderflash into the first three rows the effect could not have been more dramatic. "The number involved is minute," he said soothingly. "About 12," he added, a shade quickly, having detected no lessening in astonishment among his listeners.

"But you knew that." It was a feeble challenge. "The Prime Minister mentioned it on television," he added, with this time just a touch of desperation. She had, but with no mention of it being at primary level.

Sir Keith obviously felt compelled to plunge into the rationale. "Some of us feel that the destruction of the direct grant system was wicked. It's something we have plans to re-introduce. We have reintroduced it by about a fifth—through the Assisted Places Scheme. But we are worried about the plight of some children from families in the inner cities."

By this time Sir Keith was answering questions over his shoulder from the

back of pursuing media. No, the schools would have less than 250 on roll. Yes, they would be after, and not before, the election.

Then he was off, surrounded by policemen to protect him from a waiting demonstration by about 300 Birmingham teachers. And it was a Birmingham teacher, this year's president of the NUT Mr Gordon Green, who was first to respond.

He said: "So, the Government assault on the state sector in resource terms is now being backed up by some element of ideology. This is the beginning in the dismantling of the state education service as we know it."

NEWS

Call for better leadership

by Mike Durham

Good leadership at all levels is essential for a healthy education service, Professor John Tomlinson, director of Warwick University Institute of Education, said in the inaugural joint Society of Education Officers/British Educational Management and Administration Society lecture this week.

Professor Tomlinson, former CEO of Cheshire, placed at the forefront of his call for leadership the traditionally independent local government education officer.

But, he told an audience of education officers and administrators at Baling College of HE, London, the leadership of the current Education Secretary, Sir Keith Joseph, had broken the mould and failed to work.

Professor Tomlinson said leadership was important, and almost everyone involved in education should have shared, carrying qualities. He called for shared, carrying qualities of leadership.

The essential elements for a new and strong education policy were already in place and now required firm implementation. These included the new curricula, forms of assessment, and organisation.

But, Professor Tomlinson said, the current Education Secretary, though scoring highly on moral judgement and a sense of impetus, had broken the mould of acceptable leadership from the top.

"We are presented with the picture of a leader, the vast majority of whose policies are acceptable to those who must make them work—chiefly because they are derived from the educational debate of the last generation. "But the leadership falls on two counts: the leader does not act as if he really trusted the troops; and the troops are not convinced that they have been told the whole battle plan."

The system and the role of the Education Secretary within it needed reform and clarification. A vision of what was to be achieved was essential. There had to be a clear ultimate purpose with popular support.

The I.E.A. was still vital, to good

leadership. "The health of education in this country requires an innovative 'middle tier' between national government and institution," Professor Tomlinson said.

"What has gone wrong is the balance of power, not the design, and we need to find a way of agreeing, anew, powers and responsibilities at the three levels. "Thus I place at the forefront of the call for leadership the philosophy of the local government officer."

He said an I.E.A. should resemble a hologram: "Wherever you may choose to slice it—nursery school, polytechnic, discussion in CBO's office or meeting with a parent—the same values should inform it." The leader's responsibility was to create a sense of shared purpose and élan.

Science teaching hampered

The development of science in schools is being hampered because teachers are not allowed time off to attend meetings of subject teaching associations, according to the Council of Scientific and Technology Institutes.

Nearly 5,000 teachers belong to the Institute of Biology, the Royal Society of Chemistry and the Institute of Physics, all of which promote science in

schools. But according to the council, which represents these and other scientific bodies, teachers are experiencing difficulty in attending its committee meetings, at which science teaching initiatives are reviewed.

In some cases I.E.A.s had refused teachers leave of absence, but in many others teachers were unable to go because there was no cover.

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NEWS

Manner of speech upsets dons

by Virginia Makins

Cries of "rubbish", and "shame" marked the hostile reception for the speech of Sir David Hancock, Permanent Secretary to the Department of Education and Science, at the annual conference of the Universities Council for the Education of Teachers last week.

One professor said after the meeting: "The DES is saving a lot of money on velvet gloves - all we had was the iron fist."

Sir David's private office refused to make the text of his speech available on the grounds that the UCET conference is a private one, although it is open to interested parties such as teachers' unions and associations.

The speech appears to have been a fairly predictable exposition of the teacher training scene, with numbers fixed for the rest of the decade, and in the light of Government initiatives such as the Council for the Accreditation of Teacher Education and the

policies arising from the Government's White Paper, *Better Schools*.

Sir David talked about new arrangements for in-service training when the present pooling system ends in 1987, about the implications of the Swann Report on the education of ethnic minority children, and about the need to involve both practising teachers, and the outside world, notably industry, in teacher training.

He also asked that the universities should willingly publish the reports of HM Inspectors on PGCE and BED work in university departments. HMs can visit universities only by invitation, and - unlike the public sector of higher education - universities veto publication of reports.

But it was not so much the content of the speech as its manner, and more particularly of Sir David's responses to questions, that concerned the professors.

The tone of the answers was set

when Dr Harry Judge, head of Oxford University's department of educational studies, asked whether it was not important for the universities to maintain a constructive and critical role outside the immediate concerns of a government's policy.

Instead of ducking the question with normal Civil Service address, Sir David attacked it as "aggressive and political", and flatly refused to discuss it.

The professors were upset that Sir David appeared ignorant of their practice - for example, of the widespread involvement of teachers in assessing students' performance. He also seemed to belittle their research record, and the value of the work of teachers studying for higher degrees.

But they were more profoundly worried by his apparent hostility to the university sector, which he seemed to be attacking for being overprivileged and unaccountable. "He seemed in no

way appreciative of the value of universities in a pluralistic society", said one of the outsiders at the meeting, who had no teacher training axe to grind.

After Sir David's performance, an excellent Mrs Pauline Perry, Chief Inspector for teacher training, had an easy ride as she attempted to mend fences broken in some of HMI's early inspections of education departments before CATE decisions. "Now we see what HMI is up against", said one professor.

At a private meeting before the conference, UCET members had agreed to advise the universities not to publish HMI reports. But by the end of the conference, and particularly after a plea from Dr Bill Stubbs, Inner London's education officer, they took a less united and militant line. The UCET executive, which had opposed publication, has now been asked to reconsider its policy.

IN BRIEF

CRE response

The Commission for Racial Equality has given the Swann Report on the education of ethnic minority children a cautious welcome. But it is critical of the committee's failure to examine the problem of institutional racism in greater detail.

Equality awards

Awards for schools, colleges and training schemes doing the most to break down sex stereotypes in jobs and training are to be introduced next year by the Fawcett Society, which campaigns for sex equality. The awards will be made next February and schools and schemes interested in being considered should apply to the society by December 16.

Euro chair

Mr Fred Jarvis, general secretary of the National Union of Teachers, has been elected chairman of the European Trade Union Committee for Education, which has been meeting in Luxembourg this week. The ETUCE is an umbrella organization for teachers' unions in Europe.

Two speakers

Brian Redhead, presenter of *Radio 4's Today* programme, and a Lancashire sixth-former were elected Speakers of the Year recently by the English Speaking Board. Following his presentation in London, Mr Redhead joined the panel of judges to assess the seven finalists in the Young Speaker of the Year competition. The winner was Margaret Asher, 17, who is studying for science A levels at Westholme School, Blackburn.

Strike action

Teachers in inner London are expected to take half-day strike action today in support of some of their colleagues appearing in court on obstruction charges. The nine were arrested during a picket of ILA's divisional education offices to protest about the alleged lack of official action to stop racial attacks on Bengali schoolchildren in east London.

Shell grant

The Expedition Advisory Centre, an information and training service for young people's expeditions, is to be sponsored by the Shell International Petroleum Company for a three-year period. The company will give the centre £50,000 to counsel and advise expedition leaders. The centre is administered by the Royal Geographical Society and the Young Explorers Trust.

Technical posts

Voluntary Service Overseas is looking for 20 teachers of technical subjects to take up two-year posts in Africa, Asia, the Caribbean and the Pacific. The volunteers will work in secondary schools and universities, teaching metalwork, woodwork, motor mechanics, building, electronics, and civil and mechanical engineering. Volunteers must be without dependents.

Grants spent

Leeds education authority has already spent the £20,000 set aside for welfare clothing grants this school year, Mr Geoff Driver, chairman of the education committee, said this week. The grant had been increased by the controlling Labour group almost 70-fold from last year, he said, but the kitty was already empty.

Girl engineers

Ten girls are joining Austin Rover's sponsored student engineers scheme compared with only five last year. This year's figure - 14 per cent of the total intake of 71 student engineers - is markedly higher than last year when only five of the 78 student engineers were girls.

Keele merger plan revealed

by Biddy Passmore

The first detailed plans for the amalgamation of a university and a local authority institution were published last week - with the condition that no savings should be made from the merger.

A working party report, published on Monday, recommended that Keele University and North Staffordshire Polytechnic should merge to form a new regional University of Stafford-

shire, in 1989.

But the report says the plan should go ahead only if the University Grants Committee promises to give the new institution at least as much money as the two institutions would have received separately: currently some £21.5 million a year. The institutions have complementary strengths and are highly cost-effective, it stresses.

The proposed university would have

some 8,000 students, placing it in the ranks of large provincial universities like Bristol and Birmingham. It would operate on three sites, at Stafford, Stoke, and Keele, up to 20 miles apart.

It would be a unique institution, serving a population of some 1.25 million in Staffordshire and parts of Cheshire and Shropshire, and providing courses at all levels from non-advanced to postgraduate, with special provision in its charter for adults and continuing education.

Degree courses would follow Keele's pioneering, four-year model, with a general first year.

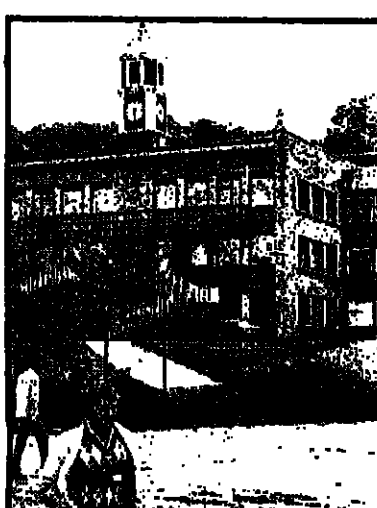
The report stresses that the proposals aim to enhance the provision of higher education in the county and are "in no way" a response to resource pressures. But it concedes that the small, arts-based university (which suffered heavy cuts in 1981) and the larger, engineering-based polytechnic would be in a stronger position to attract funds if they were brought together.

Professor Brian Pender, Keele's vice-chancellor, who set up the working party shortly after his arrival in the spring, said this week he was "optimistic and excited" about the plans.

He was confident of getting the money for the new institution, pointing out that the level of grant required from the UGC would represent good value for the university's role.

The 30,000-strong Association of University Teachers gave a guarded response to the plans. Dr John Akker, the deputy general secretary, said the association would want "the fullest possible consultation with staff". All jobs should be safeguarded and the university's terms and conditions should apply to all staff, he added.

The working party report recommends that all academic staff should have tenure and that university pay scales should apply (leading to an initial rise in cost). Conditions of service would probably be "closer to



Keele will form part of 3 sites

those of Keele than to those of the polytechnic," it says.

Consultation on the plans will now take place and the university council, the polytechnic's governing body, and Staffordshire County Council will then decide in principle whether to go ahead next spring.

The final decision to proceed would be taken in the spring of 1987 and a new charter granted in the following autumn. That would allow time for a private Act to go through Parliament in the 1988-89 session so that the new institution could open its doors in the autumn of 1989.

The new university's charter would require it to make special provision for adult, continuing professional, and part-time education. Central to the merger plan is the task of helping to regenerate a region which, the report says, is based on declining manufacturing and extractive industries and seriously lacking in the service sector.

Mr Frank Griffiths, education secretary of the National Association of Teachers in Further and Higher Education, said: "We will obviously be studying the report and recommendations in detail, but it would appear that the authors of the report are seeking to get agreement in principle to the merger before the financial and educational implications have been fully explored."

Two charged with forgery of tenders

by Carmel McQuaid

Two employees of Gestetner Duplication Ltd will be tried at Belfast Crown Court in January, on charges of the forgery over four years, of quotations for photocopyers, electronic scanners and duplicators to eight grammar schools and to Stranmillis College of Education in the province.

Geoffrey Francis Leslie, 43, from Lifford, faces 38 charges, and Graham Francis Walters, 39, from Belfast, are jointly accused of eight of these. They were released on continuing bail of £200 at Belfast magistrates court.

The case follows a debate in the Northern Ireland Assembly when Democratic Unionist Party member The Reverend William Beattie presented documents showing "considerable irregularities" in tenders submitted to a Belfast school.

The Department of Education was confronted by Mr Beattie with claims of malpractice over a year ago. The investigation began after a judge, a member of one school's board of governors, went to the police.

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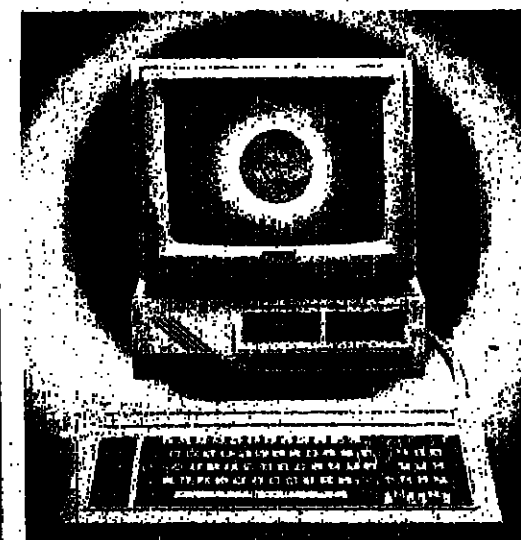
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Tertiary reorganization schemes in Sheffield and inner London are encountering fierce opposition from parents' groups. Reports by Hilary Wilce and Diane Spencer.

Sixth-formers' needs 'not being considered'

Attempts to reorganize the educational provision for 16 to 19-year-olds in London have run into trouble on two fronts.

In the Islington division of the Inner London Education Authority, where the education officer is proposing a single large tertiary college, with around 1,800 students, the first public meeting on the proposal, last week, brought vehement opposition from parents and school governors.

They protested that the area had a successful sixth-form centre, and that the needs of young people would not

be met in the kind of large, adult-dominated institution which the authority is proposing (see below).

Meanwhile, in the Wandsworth division of ILEA, parents complained this week that the existing arrangement of linking school sixth forms into consortia is failing to meet students' needs. The Wandsworth Association of School Parents surveyed provision by questioning students at school and in further education colleges. It concluded that courses are geared far too closely to the needs of the small minority of students aiming for higher

education.

Provision is also patchy, even between schools in the same consortium, the survey found. While one school offers 18 A level subjects, another offers only six, and because of time-table difficulties, cannot offer students access to the remaining 12 subjects in the consortium. It backs the ILEA's long-term plan to develop two tertiary colleges in the area.

The ILEA is dealing with the problems of reorganising 16 to 19 provision area by area. Plans were recently announced for three large tertiary

colleges in the Hackney and Tower Hamlets divisions, following local consultations.

Consultations are also taking place in both Lambeth and Southwark. The authority is proposing two tertiary colleges for Lambeth, but in Southwark, where there are considered to be no suitable premises for a tertiary college, and where the capital's largest sixth-form consortium of 10 schools - the Elephant consortium - is considered to be working well - a sixth-form centre is proposed.

Tertiary provision in London is

overseen by tertiary education boards (TEBs) whose job is to review curriculum matters, to rationalize courses and to match resources to courses. Lay bodies, known as councils for tertiary education, advise on, and monitor, the work of the TEBs.

Almost all schools in London are linked into some form of sixth-form consortium, but there is no institutional policy towards 16 to 19 provision, ILEA spokesmen said this week. "It all comes down to mundane matters like where the buildings are, and how other arrangements have worked."



John Cleese: one of many celebrity visitors

20 per cent this year and has the equivalent of almost 500 students on roll, but many more want to come.

They take O and A levels, BGC and TEC courses, and CPVE and access courses. They also take two short courses: a four-day course in careers, sports and hobbies (jewellery, swimming, photography); or life skills (analysis, job hunting, car maintenance).

The tutorial system is considered another essential element of the centre. All teachers are also tutors, responsible for the individuals in their group, and also for conducting the Friday morning tutor group meetings.

These groups are considered important both for fostering a sense of community, and for developing an equality of esteem between students on different courses.

Perhaps inevitably, the more confident A level students tend to dominate discussions, but most students appear to be highly involved with the centre,

with strong opinions on all issues of the moment, from ripped pool tables to the location for the student disco.

A "Centreworld" club attracts a string of famous speakers - Claire Rayner, Cardinal Basil Hume, Brian May, John Cleese and Kenneth Williams. The teachers' pay dispute threatened to bring about its demise.

The centre struggles to walk a tight-rope between the restrictions of school and the freedoms of further education. The student council for example, has an advisory role, but no decision-making powers, and although students are allowed to leave the premises when not in class, they are not permitted to sit about in the common room.

Of last year's students who left for higher education, 60 per cent came from parental backgrounds where there was no previous experience of higher education "a remarkable achievement", Ms Maden avers, when set against the national figure of 23 per

cent of students in higher education coming from working-class backgrounds. The group included 8 per cent Caribbean students, and others from Ireland, Turkey, Italy, Bangladesh, Africa, Greece and India.

John Cleese's A level pass rate last summer was 76 per cent, compared with an ILEA rate of 64 per cent, but nearly 40 per cent of these candidates were assessed at 11, under the ILEA's handling system, as being below even O level standard.

The significance of these achievements has not escaped the eye of the authority's planners. Many of the centre's models for course guidance and close personal care have been incorporated into planning for tertiary reorganization.

But there is strong local feeling that if 16 to 19-year-olds become the minority part of a large and amorphous institution, all the lessons learned about their particular needs will be lost.

HW

A success story that may come to an abrupt end

Islington Sixth Form Centre sprang out of urgent local need to become an immediate success. In an area more noted for educational conflict - such as the controversies at William Tyndale School and the North London Polytechnic - the centre has boosted staying-on rates, helped black, working-class students through to higher education, and has students queuing to get in.

But its supporters now fear that this success could be washed away if proposals by the Inner London Education Authority to reorganize post-16 education in the area into a single large tertiary college, based in an area more noted for educational conflict - such as the controversies at William Tyndale School and the North London Polytechnic - the centre has boosted staying-on rates, helped black, working-class students through to higher education, and has students queuing to get in.

The centre offers students a world of control and freedom, in equal measures. They get a high level of course counselling, their work is closely monitored, and there is a great deal of pastoral care.

The immediate flourishing of the centre, from its opening in 1983, has caused a rapidly falling school rolls, and has largely contributed to the detailed planning of its director, Ms Margaret Maden, who had spent the previous years rescuing a local comprehensive

from decline, and was a well-known figure in London educational circles. She laid down a number of building blocks which she felt were vital.

First of these was the actual environment. The centre's main building now has a "stylish and adult" decor of beige and cream with flashes of red, and has a good deal of carpeting. The library is welcoming, and there is a recording studio which Ms Maden insisted on, arguing it would be a significant community resource, and a draw to the young unemployed of the area.

Secondly, but "absolutely paramount", she says, was the development of a high-quality guidance service. "The key to success is the manner for would-be students."

The centre's teaching year ends in the first week of July, and starts again in August when applicants come to the centre for counselling interviews and an individually tailored programme of taster courses. From this, a final study programme is negotiated with each student.

The workshop allows students to review their progress, and the centre to assess students and their needs. It also helps to set the tone for the coming year. Students who join, contract to work, be punctual and abide by the minimal rules of the institution.

The centre has grown by more than

Why the ASP is preparing to strike...

Sheffield is attempting to introduce the first city-wide tertiary system.

The Labour-controlled I.E.A. has just submitted its plan to Sir Keith Joseph and it hopes to receive his approval by late spring so the scheme can be launched in September 1987. But 1985 is perhaps a more realistic target.

The authority intends to close 11 secondary schools and turn five further education colleges into tertiary. Another three tertiary colleges would open on school sites and the remaining comprehensives would be converted to 11 or 12 to 16 schools.

The eight colleges would provide a comprehensive mix of vocational and academic courses for 16 to 19-year-olds and adults.

However, the plans are being vociferously opposed by the Alliance, the Conservatives and, perhaps more importantly, an articulate body of middle-class parents in the more affluent south-west corner of the city.

Schools there have large sixth forms and good academic records. Parents and pupils of one of the schools, Silverdale, have been so incensed by the proposal that they have mounted a campaign: Silverdale Tertiary Opposition Plan (STOP).

Some I.E. staff also have reservations. "We think the plan has gone one college too far," one principal re-

marked. He fears that colleges will be too small to attract good quality staff, and they will have too few resources. This view is shared by the college lecturers' union, NATFHE.

The city council approved the plan, in principle, in February 1982. Since then Mr Mike Bower, deputy chairman of the education committee, estimates there have been 4,000 meetings of governors, parents, task groups and committees.

"There has been very little opposition to the principle involved, although there has been some to the proposals by which we are to implement the principle," he said.

Changes in the secondary education system were inevitable, he added, because the number of 11 to 16-year-olds would drop by 41 per cent between 1977 and 1990.

But politicians and officers are keen to emphasize the educational arguments in favour of the new system. It is not a negative exercise in rationalization because of falling rolls, they say.

Tertiary colleges will offer more A level subjects than existing sixth forms. Mr Bower said, so academic pupils will have more opportunities.

Mr Bill Walton, the chief education officer, strongly believes that tertiary colleges will have a liberating effect on secondary education. "Comprehensive education freed primary schools



Mike Bower Bill Walton

from the constraints of the 11 plus and they have flourished. Once secondary education ceases to be single subject dominated through the sixth forms, then both schools and post-16 education will be open to a wider range of options."

Critics of the tertiary plan find plenty of ammunition in the costings. Even one sympathetic observer reckoned that the capital cost of £11.5 million had been pared down for public presentation. Last March, the tertiary sub-committee reckoned it would be £15 million.

Sir Keith is as likely to be as interested in the potential savings on running costs as he is in academic performance. And, as Mike Bower said: "These proposals get rid of a hell

of a lot of surplus places."

Nevertheless, it is clear that millions will have to be spent to turn King Edward VII alone into a tertiary college. Its grade B listed building is crumbling and is not suited to its new purpose, many critics believe. Half a million is currently being spent on roof repairs.

It is another "school of proven worth" that the Association of Sheffield Parents, a south-west based group claiming city-wide non-political support, wants to save.

The ASP, chaired by Mrs Margaret Strachan, whose sons attended King Edward VII, is preparing a submission to Sir Keith opposing the plan.

The association's main objections include:

□ Lack of parental and pupil choice at 16;

□ The need to maintain sixth forms of proven worth; and

□ Unrealistic costings.

The Alliance and the Conservatives prefer a mixture of joint sixth forms in the more deprived areas of the city and a new tertiary college at Rowlinson School in the south, along with retention of the good sixth forms with a broadening of courses.

It is not just the schools that will face massive change. So will the five FE colleges. Granville will lose its pre-

dominance in languages, and all will become smaller.

Mr Arthur Colledge, principal of Granville College, which is due to lose one-third of its student roll, was philosophical about the changes.

But he predicted that the transitional stage would be "messy" and would last a few years. This would have an effect on the morale of staff who were already "littory".

Although the teacher unions are either in favour or resigned to the tertiary idea, members are apprehensive about job status and career prospects.

The authority has a policy of no compulsory redundancy, so they have no worries about keeping a job. But the internal management structure of colleges is still a subject of heated debate.

Colleges favour a departmental structure, schools a matrix system which cuts across traditional department hierarchies. The former does not need three vice-principals, the latter does.

Whatever Sir Keith decides, it will be welcomed by many with a sigh of relief after four years of discussions. The strain is beginning to tell. "I'm getting blantly, we are all getting bloody weary," one protagonist admitted.

DS

Please leave the room!

It is not what every teacher or school librarian is used to being told to do, particularly not by pupils and especially not for misbehaving in lesson time. It is however something to which we have become accustomed at the Holgate School as part of our 2nd and 3rd year information skills course.

The production of video documentaries by third-year pupils is most likely to cause such "exclamations" from pupils, as during a "filming" session outside the D. H. Lawrence Museum. On the fourth attempt at recording an introduction to Lawrence's birthplace we could not control ourselves as an old man on a bicycle stared fixedly at the commentator as he rode past behind her, narrowly missing a lamp-post and a packed car. The commentator and camera-girl ignored the intrusion but our uncontrolled laughter was recorded, ruining "take 4". "Take 5", in our absence, was perfect.

We have been using video as a research aid for two years, involving 350 13 to 14-year-olds in the production of 13 separate video documentaries each year. As part of the information skills course we introduce third year pupils to a research strategy, based on the nine-question steps analysed in the Schools Council Bulletin 9 "Information skills in the secondary curriculum". We have synthesised these into a four-stage PLUC Plan, (the mnemonic for Plan Locate Use Check) aiding the learning of the strategy. During the Autumn Term we use the PLUC Plan to illustrate, for example, how pupils can find out about careers (using our careers library and Prestel) and answer actual music homework questions about composers (using reference books and a computer database).

In the Spring Term we use the PLUC plan, and the school's one video camera, to illustrate how to put together a topic that requires more detailed research. Originally pupils presented the results of such research in written form. The introduction of video merely changed the format of presentation, the information skills required are essentially the same. As we only see third-year pupils for information skills

in the library once a fortnight the whole video has to be completed in only six 70-minute lessons.

In the first lesson each class of 30 draws up a plan for a class topic, chosen in the main by the pupils themselves after group discussion. The topics that were chosen in 1985 were "Accidents", "Bread", "Pop music", "Myths", "Local Leisure Facilities", "Robin Hood", "The blind", "Pests", "Television", "D. H. Lawrence", "Churches", and "Weather". The range of subjects emphasises the importance of the skills to be learnt rather than the subject content. Smaller sections are then identified by pupils. In the "Bread" topic these included wheat farming, windmills, commercial baking, home breadmaking, nutrients in bread and so on.

During the second lesson groups of three or four pupils locate information on one of these sections, using a whole range of resources available in the school library, using the library's telephone to arrange visits (often in their own time) to place of interest, or to talk to experts, and writing letters to organisations for additional information. Another group of pupils uses the library's BBC micro to prepare the titles and credits for the video.

Information that has been located is used in the third lesson to prepare scripts and storyboards. What needs to be said in front of the camera is learnt and practised. If, despite repeated warnings, it has not sunk in already it is at this stage that pupils realise the futility of copying chunks out of books. It is only when they really understand what they are saying that pupils can stand in front of the camera and confidently pass on their new-found knowledge. A few pupils do feel so self-conscious that they prefer to speak "off-camera", but we do try to ensure that everyone in the class says something and appears on video.

In the fourth and fifth lessons the pupils use the equipment "on location" to record their documentary. We have learnt that the videos must be recorded "in order" with any essential editing being done on the spot by rewinding

Video rolls OK!

Nigel Akers and Sharon Watkins discuss the place of video in information handling

(Right, the BBC may have expensive equipment and well known faces but schools can still make effective use of video)

the tape to the beginning of the bad take and re-recording. As an experiment the "D. H. Lawrence" video was not "filmed" in sequence and attempts to re-order and edit out all the bad takes were not entirely successful.

We take 15 pupils in the school mini-bus on each camera session to locations such as a farm and windmill one week and a commercial bakery the next. The pupils organise the visits themselves, having planned the running order and (hopefully) memorised their scripts, use all the equipment and make the staff present superfluous but fascinated observers. Sections that can



be recorded in school are fitted in during break or lunchtime. The necessity of thoroughly planning beforehand is brought home to pupils when they realise that their travelling and recording has to be completed in 70 minutes. We have travelled to locations up to 20 miles away in this time - closer locations are recommended!

The video is viewed in the final week and checked to see if any audio dubbing is needed, for example when the sound quality is unsatisfactory or if additional sound effects are required. Using video is not an easy option for either staff or pupils. That 13 different

15 to 20-minute video documentaries are produced by 350 pupils is a tribute to the dedicated teamwork that exists between the school librarian and his assistant, the class teachers involved and the pupils. That many of the videos are of very high quality in terms of content and presentation is proof of our pupils' increasing competency in information handling skills.

Nigel Akers is the school librarian and Sharon Watkins is the teacher in charge of Information Skills at The Holgate Comprehensive School, Hucknall, Nottinghamshire

MEP gets Industry Year going in E Midlands

As part of its contribution to Industry Year MEP Midlands has arranged a conference for senior educationists and industrialists at Novotel, on the M1 between Nottingham and Derby on 6 and 7 February 1986. Under the title Industry and Education in the Microelectronic Era the conference will involve lectures, discussion and workshops to explore the work of schools and industry and the interface between them in the microelectronic age.

Speakers at the conference are: Prof Tom Stonier (Dept of Science and Society, Bradford University); Peter Dutton (Sheffield TVET Unit, formerly National Liaison Officer, Standing Committee for School Science and Technology); Peter Whitfield (Management Development and Training Office, Platts); Tony Bewley (Training Development Manager, British Telecom); George Bayle (Senior Education Inspector, Northamptonshire).

For further details, contact Miss A Pomfret, East Midlands MEP Centre, Towers Library Loughborough University, Loughborough Leics LE11 3TU. Tel: 0509 237398.

READER'S WRITE

I read with interest Michael Glover's article on the use of the computer program F-PAGE (see page TES 3/11/85). However, I must point out that the print-out on the sample page given is disjointed and is caused by an incorrect setting of the printer switches. It is normal to produce a much higher quality print out.

MAPE have also improved the FRONT PAGE program with the addition of extra facilities (subheadings, two or three columns per page). This will be distributed free to all members of MAPE at the start of December. Anyone wanting to join should write to: MAPE Administration, 76 Sudbrooke Holme Drive, Sudbrooke, Lincs.

Roger Keeling, Chairman, MAPE.



Computer programs for special educational needs MEP database now available on The Times Network for Schools

MEP and The Times Network for Schools (TTNS) are joining forces to make readily available to all users of TTNS details of software suitable for children with special educational needs.

At present about 200 one-page descriptions of suitable programs (or suites of programs) are available. These provide the essential facts (titles, publishers, prices, hardware, etc.), short descriptions of what the programs do, and some critical comments. They also include the age ranges, the learning difficulties and the curriculum areas and teaching objectives for which the programs have been found most useful.

The user can easily and quickly search the database for those reviews which satisfy almost any combination of these criteria.

No program has been included unless it has been recommended by at least one class teacher, or by a reviewer in one of the well-known magazines. Programs that have not yet been so

commented, or have so far received only adverse comment, have been omitted for the time being.

The views expressed, whether complimentary or critical, are those of the teachers/reviewers concerned, NOT those of MEP.

The reviews have three distinctive (and important) features which we believe are unique in this field—

— First, to make them easily readable, the reviews are written in English throughout, avoiding codes.

Second, as stated, all programs have been evaluated by at least one teacher/reviewer.

Third, to avoid ambiguity, the terms used in the areas most likely to be searched have been drawn from a controlled search vocabulary, or thesaurus. A list of keywords and a guide to searching are given.

The work is being co-ordinated by John Horton, CET/MEP's Special Needs Information Consultant.

Video disc aid for the deaf

A new way of helping deaf children learn, using the latest interactive video technology, has been devised by research psychologist Chris Jones.

Working at the Donaldson School for the Deaf in Edinburgh, Chris Jones has spent 18 months on an interactive video dictionary project, with the help of Heriot Watt University and Philips LaserVision.

Interactive video combines a computer and a source of video which can still frame or moving pictures. The computer controls the video programme and the user controls them both. With the Donaldson project a book, in the form of Teletext, is generated by a BBC microcomputer and "pages" appear on the TV screen.

By pressing a computer key, the video disc will provide a visual explanation of each word in the form of film or slide together with a visual description of the word in sign language - the word is also spoken enabling parents of deaf children to understand and learn sign language.

Alternatively, it is possible to type in any word on the keyboard and again the video disc, using its great storage capacity, will provide an explanation in visual format and sign language.

Chris Jones, who is himself deaf, says that this is a great step forward for the teaching of deaf children. Interactive

video is far less time consuming than traditional teaching methods and invaluable in explaining difficult concepts such as tenses.

"Deaf children cannot easily link action with words but interactive video solves the problem by creating a world to which the child can relate. It's also great fun. We believe this will help the parents, relations and friends to communicate more easily with deaf children and adults."

In addition to the dictionary, Chris Jones has used the BBC Children's Favourites video disc to develop other teaching programmes. The story of 'Ivor the Engine' is used to assist reading and comprehension - each video sequence is subtitled and followed by a series of questions and answers to test each child's understanding.

The teaching of the concept of time using different tenses and the passive is the subject of a video disc featuring Asterix the Gaul. The past, present, future and passive are colour-coded red, magenta, green and blue respectively and relate to the action on the screen.

The active involvement of the student, made possible by interactive video, adds a new perspective to learning. It enables students to work at their own pace with help from a teacher when needed.

About this advertisement and MEP

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in The TES to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of

microtechnology to their particular specialism.

If you would like further help then your I.E. adviser is the first person to turn to. We try and brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

A wide range of educational software and technology devices can be examined at the Programme's regional information centres. Your adviser will have the address and phone number.

NEWS

NEWS

Geraldine Hackett reports from the Girls' Schools Association conference in Stratford-upon-Avon

Exam pressures may narrow curriculum



Sir David Hancock

The pressure for good exam results may be narrowing the curriculum in public schools, Sir David Hancock, DES permanent secretary, told the conference.

He said school inspectors, among others, believed they had detected a change in emphasis in independent schools.

"There is an anxiety but no direct evidence that there has been a change. What seems to be happening in independent schools is that an absolute priority is being given to the demands of the public exam system at the expense of other elements in the curriculum."

Sir David said the traditions in the best independent schools had always been to take examinations in their sixth form.

Miss Joan Sadler, head of Cheltenham Ladies College, asked him for evidence of such changes as her school

and others were not aware of any narrowing of the curriculum.

Sir David said it was possible that the change he thought had been detected was "a hunch" and perhaps there should be an informal discussion with school heads.

Sir David went on to say that single sex schools had proved to be better than mixed schools at breaking down sex stereotypes. And those in the privileged sector should be taking the lead in showing the way education has to adapt to the requirements of the modern world.

In the maintained sector 80 per cent of those leaving school with A levels in maths and sciences were boys, though the figures were likely to be different in the independent sector.

The DES wants to broaden the curriculum, he said. Universities were showing less resistance to AS levels than to earlier attempts to broaden the

curriculum.

Universities had begun to acknowledge that exam requirements had resulted in a narrowing of pupils' abilities. At Imperial College, London, tutors had expressed concern that their students were inarticulate and they greatly welcomed AS levels.

Earlier, Sir David said he believed the status of teachers would be more secure with a curriculum more relevant to society as a whole. In addition the profession would be more secure with objective testing and appraisal of teachers.

The teacher unions would not allow the DES to press ahead with studies to work out the form appraisal would take.

Appraisal should not be seen by teachers as a threat, but as presenting a series of opportunities. They were:

● For teachers to discover how their performance is perceived by manage-

ment;

● To register difficulties beyond individual teacher's control;

● To share professional problems;

● To plan ahead and to help schools and colleges to improve standards setting goals.

The best indicator available of school performance was public exam results. But exam results on their own were misleading, he said.

The exam system had its weaknesses. The new exams had not been designed from the top down, but were based on what pupils should be achieving at each level.

One headteacher told Sir David that the introduction of the Merit and Distinction certificate would narrow the curriculum. Sir David said that the mechanisms of the Merit and Distinction certificate were being re-examined. The problem lay in the way well enlightened.



Mrs Margaret Spurr (pictured), headmistress of Bolton School (Girls' Division), succeeded Mrs Anne Mustoe as president of the Girls' Schools Association after the association's annual conference last Wednesday.

More pay sought for extra duties

Teachers putting in extra hours outside the classroom should be paid more, according to Mrs Anne Mustoe, association president.

Mrs Mustoe, head of St Felix School, Suffolk, said teachers should have the choice of two employment contracts. They could either teach classes and do marking or they could include the full range of extra-curriculum activities.

Mrs Mustoe said a two-tier system would allow teachers to choose the employment contract which best suited their lifestyle.

"The present system is clearly inadequate," she said. "Staff who do the bare minimum and staff who are in the school morning, evening, weekend and the holidays are all paid on the same salary scale."

The limited package would suit women with young children, men with invalid wives or elderly parents and teachers who wished to be free to earn additional income as examiners, musicians or consultants.

Mrs Mustoe stressed the advantages for girls of single sex education. Girls in mixed schools had to face "adoles-

cent machismo that goes unchallenged", she said.

In girls schools the pupils saw women in positions of authority, exercising their professional skills with confidence, she said.

Qualifications were also more important for a girl than for a boy. "Men without qualifications can climb the promotion ladder through continuity of work experience, women, with a break in their careers, need a qualification as their return ticket to employment."

State school teachers taking strike action did not improve their own prospects and diminished even further the regard in which the profession was held.

(Teachers in public schools tend to be paid similar rates to teachers in the state system but have not been taking industrial action. They have been paid a 4 per cent increase on account, which will be topped up when teachers in state schools reach a settlement.)

Mrs Mustoe said that however just the cause, strike action by teachers was not only unprofessional, it was the result of muddled thinking. Strike action could only be effective when the withdrawal of labour involved damaging the employer. Industrial action in schools inflicted no direct damage on the government, the local education authorities or governors. It damages the most vulnerable members of the community - the children, she said.

She claimed striking teachers meant some working women had to choose between losing their jobs or continuing working while their children roamed the streets unsupervised. "What a recipe for national disaster", she said.



Anne Mustoe

Girls' schools boom

More parents are sending their daughters to independent schools and the heads of girls independent schools are confident there is a growing move away from mixed schools.

Figures published by the Independent Schools Information Service show that last year there was a slight drop in the number of boys being sent to independent schools and a slight increase in the number of girls, though far more boys than girls go to fee-paying schools.

More girls are also going to boarding schools and girls schools are still losing pupils to top boys public schools at sixth-form level.

Mrs Anne Mustoe, GSA president, does not expect that trend to continue. Parents have found that girls sent to boys' schools have sometimes under-achieved. Their boys' friends leave to spend their sixth-form at a boys' school.

Boys' schools have also realised that even in their sixth-forms girls have not turned out to be such a bonanza, and they have now opened up their schools to lower down the age range.

Figures also show that girls take

more A level art subjects than do boys. Boys in public school sixth-forms tend to split evenly between arts and sciences.

But some girls schools are reversing that trend. At Bolton Girls School, the former direct grammar school, which is now an independent day school, a majority of 200 sixth-formers are doing science A levels.

The larger girls boarding schools may be looking over smaller, more remote schools, says Mrs Pat Johns, head of St Mary's School, Wantage, near Oxford. She believes parents want to be closer to their children than was the case in the past. At her school (fees £1,475 a term) only one or two girls leave to do their sixth-form at a boys' school.

"It used to be the fashion that girls left at the end of the fifth-form to take their A levels at boys' schools; but that has changed," she said.

This year St Mary's had its first sixth-former going to university to read electronic engineering, and while a majority of girls do arts A levels, the balance is changing.

Evidence unlikely to end graffiti row

by Mike Durham

The board of governors of Poundswick high school in Wythenshawe is to consider alleged "new evidence" said to implicate 18 teenagers in the Manchester obscene graffiti dispute.

But Mr Les Roberts, the chairman of governors, has already said that the move is unlikely to end the dispute, which has virtually closed the school for six weeks.

He dismissed the new evidence as irrelevant and predicted that governors would stand by their decision to expel five boys alleged to have daubed obscene and racist graffiti about teachers on school walls.

Fifty teachers have been sent home or gone on strike after refusing to teach the "dirty five", who were returned to the school by a local authority appeals subcommittee at the beginning of term.

Details of all the evidence against the five, along with other teenagers, was made public on Monday in a 60-page dossier compiled by Mr Gordon Hainsworth, Manchester's chief education officer, at an open meeting of an education policy subcommittee.

Names of pupils and teachers were deleted from the report, which could suggest that up to 18 teenagers were involved in the graffiti-writing in June.

Mr Nick Harris, the subcommittee chairman, claimed the report showed that teachers and governors had not acted on all the facts when they

recommended the five boys for punishment.

Mr Harris said: "The new information makes it clear that the choice of evidence against the boys was very selective."

The governors are being asked to investigate why the head recommended expulsion for the five boys before three of them, or their parents, had been interviewed.

But Mr Roberts, who is a teacher at a nearby school, said the matter of how many children took part was "quite ridiculous". The fact that the pupils' handwritten notes was no evidence that they actually took part in the incident.

The governing body has already ruled out the possibility of re-suspending the five pupils from school, thus effectively reversing the local authority's decision to return them to school.

● The Assistant Masters and Mistresses Association (AMMA), one of the five teaching unions in the dispute, has warned Manchester education authority it may take legal action on behalf of three members who have been suspended from Poundswick.

● Talks between two of the unions and parents of the five boys at the centre of the dispute are continuing under the guidance of the Dean of Manchester, the Rt Rev Robert Waddington.

Violence: Tebbit blames schools

by Biddy Passmore

The trigger of today's outburst of crime and violence was post-war permissive attitudes which scorned traditional standards of grammar, cleanliness, manners and morals, Mr Norman Tebbit, chairman of the Conservative Party, said last week.

Giving the first Daresall Lecture in London, Mr Tebbit made it clear that he thought education was at the heart of today's troubles.

The whole education system had been turned upside down, discouraging competitive achievement - and this despite the accepted fact that even the lowest achievers in school or job would be stretched he said.

"The Government had to make the system work better. It must involve 'the voluntary bodies' to help improve choices and standards, and look for a more effective partnership with the private sector," Sir Keith Joseph's secretary said.

Mr Tebbit said that art had a vital role to play in design education. Anyone who doubted that should take a look around their local high street.

But his main hope of salvation for maintained schools appeared to lie with parents.

By the 1990s, he predicted, the effects of a revolution against the "valueless values" of the permissive society would be visible.

Union merger opens door for officers

by Mike Durham

Hundreds more town hall education officers will become entitled to join a professional body when the Association of Education Officers (AEO) is merged into a massive union next year.

The new Federated Union of Managerial and Professional Officers (FUMPO) will come into existence on January 1 following a series of ballots among 20 smaller local government unions this month.

The AEO will disappear and become the education section of the new union. Old membership restrictions will be scrapped, and any education officer above principal officer grade 1 will be entitled to join.

FUMPO press officer David Such said the new union would have a potential membership of 40,000, all town hall departments, and would be launching a massive recruiting drive.

At present the unions, including the

AEO, belong to a Federation of Managerial and Professional Officers' Unions (FMPOU). But it does not have the status or bargaining power of a single union.

Mr Such said: "The difference between the old federation and the new one is that, instead of having 20 different unions representing town hall disciplines, there will be a single union."

Brian Hughes, Bolton's chief education officer and the secretary of the Association of Education Officers, said membership would no longer be restricted to members of the Society of Education Officers, of which the AEO is a trade union "arm".

The AEO now has 950 members, mainly among chief education officers, their deputies and assistants. More junior officers usually belong to Nalgo or another white collar union.

Mr Hughes said: "It is believed it

will be a more effective union." Existing AEO officers will carry on during a transitional period until June, when elections will be held to the federated union's council. The new union will have a secretariat and offices in Harlow, Essex.

Meanwhile, the FUMPO has attacked the use of fixed-term contracts for local government staff, including education officers, which it says are increasingly common.

A paper to the federation's negotiating group says the contracts threaten the tradition of officers' impartial advice and could lead to a worsening of the service to the public.

The FUMPO has also condemned the terms of the advertisement for a chief education officer placed by the London Borough of Newham, which is seeking a replacement for Mr James Pilling, who left the l.e.a. in September after a disagreement.

The authority said it sought a CEO "who can understand our policy objectives and is committed to their wholehearted and vigorous implementation". Mr Such said the wording could put an officer in an unreasonable position.

He added: "Difficulties could arise if some of the policy objectives were not for the good of the borough as a whole but politically motivated, and this might cause conflicts."

If there were to be a complaint we would wish to look at this as a whole, and if we were concerned we might well advise members to think twice about applying for the job."

The FUMPO has expressed concern about "deliberate loading of job advertisements and manipulation of selection procedures to place politically sympathetic officers in key positions" in its response to Government plans to tighten up local authority regulations.

Councils begin registration of data protection

by Carolyn O'Grady

Registration under the Data Protection Act 1984 began last week and most l.e.a.s will now have personal data held on computers.

The Local Authority Management Services and Computers Committee expects many l.e.a.s will record the sort of files held in individual schools, though local authorities will register the information in general terms. The type of record will include pupil records, computer-assisted teaching packages, files on long-term projects and sports team records. Local authorities will also have to register information held on teachers.

When the Act comes into force in 1987 students and pupils will have access to the "raw marks" on which examination results are based. That will enable them to discuss how much was scored on individual papers.

Transfer of information to the police "for the prevention of crime" has not been restricted by the Act, though the National Council for Civil Liberties has received complaints that records and information have been transferred to the police where no crime was committed.

Notes to help with registration are available free from the office of the Data Protection Registrar, Springfield House, Water Lane, Wilmslow, Cheshire SK9 5AX. The NCCL has also published a guide to the act: *Data Protection: Putting the Record Straight*, (£3.95) from 21 Tabard Street, London SE1 4LA.

Salford education committee has approved plans for a secondary reorganization to cut 3,000 school places. The scheme to close four high schools and amalgamate others will be circulated for public consultation.

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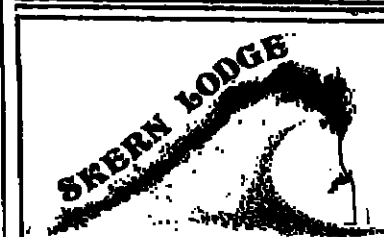
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The DES called a two-day national conference in Birmingham last week to discuss Better Schools: evaluation and appraisal for both schools and teachers. Bert Lodge reports

Appraisal legislation 'may not be used' - Sir Keith

Legislation enabling the compulsory introduction of teacher appraisal would not necessarily be used, Sir Keith Joseph reassured the conference.

He confirmed his intention of seeking enabling powers to bring reluctant L.E.A.s and unions into line on assessment schemes.

But he added: "It will simply lie on the Statute Book, until in certain circumstances it would be activated."

He went on to hint that the likelihood of the Government at the moment was the continuing refusal of the unions to co-operate in running the pilot schemes proposed for certain areas.

In the question session Sir Keith was accused by Mr John Pearman of the Association of Metropolitan Authorities, of bringing in "unnecessarily draconian legislation" just when the Government may be about to set up an inquiry into teachers' pay. Mr Pearman also wanted an assurance that appraisal would not be directly linked to the pay structure.

This was readily offered by Sir Keith who admitted he had learned it could only be indirectly associated with pay.

In his speech, the Education Secretary forewarned any possibility that appraisal procedures might be directly linked to merit pay or annual increments "or be used in other ways by headteachers to give instant rewards or penalties. That is quite definitely not the sort of arrangement I have in mind."

On the other hand, it could lead to better informed promotion choices. That had to be an improvement on what some of the unions had condemned as the lottery of the current

promotion arrangements.

"Moreover, I would expect any appraisal scheme to extend to the appraisal of headteachers," he added.

Sir Keith hoped that regular teacher appraisal would be introduced voluntarily - as it could now, by agreement between employer and employee. Yet efforts to get agreement on systematic arrangements for appraisal had failed and the money set aside by the Government for an education support grant in this area remained untouched.

He thought a national framework within which local schemes could operate might be desirable. "After all, the current arrangements for the probation of new teachers are national and this has long been accepted as a means of providing consistency and fairness."

Sir Keith stressed that there was no "hidden agenda" such as the imposition of state control. "The Government position is that teacher appraisal should be largely conducted at the level of individual school by the teachers themselves."

The question of how this innovation in the school system was to be provided for was one that exercised Mr Fred Smithies, NAS/UWT general secretary. The extra demand on teachers' time could be taken into account when calculating staffing numbers in the long term, he said. And the training of appraisers could be a priority in the new arrangements planned for in-service training. But the pilot projects had to get off the ground first, he insisted.

Sir Keith, however, gave a dusty answer to Mr David Hart, general secretary of the National Association of Head Teachers, when he asked if heads would receive any financial recognition of the additional responsibility appraisal would create. "The Government policy is to pick out the right people to be heads. Their ability on appraisal will be one ingredient looked for."



Sir Keith Joseph: appraisal will not be directly linked to pay

heads would receive any financial recognition of the additional responsibility appraisal would create. "The Government policy is to pick out the right people to be heads. Their ability on appraisal will be one ingredient looked for."

On the question of a more structured curriculum, Sir Keith went over the same ground that had been softened up for him the previous day by Mr Eric Bolton, senior chief HMI. National agreement was needed on what should be taught and there should be a common curriculum framework across the ability range.

He thought a start should be made on maths in the primary sector, partly because the secondary sector had already made some progress in measurement of attainment, and partly because the curriculum had broadened so much in primary schools

in the past 20 years that comparable little information was available about what pupils could be expected to achieve.

"Let me make it clear that the purpose of this work would not be to achieve a 'national test' at age 11," Sir Keith emphasized. Evidence from HMI that competence in, for example, maths and language was not improving by narrowly concentrating on testable skills but by offering a variety of subjects in which those skills could be applied.

"I have no doubt that the sophisticated exercise I have in mind will be difficult. I recognize that my goal is not to be wholly achievable. But we should make the attempt. Progress in this area will be of incalculable benefit to teachers and parents

which have already established necessary preconditions."

Much that is taught and learned in schools may not be amenable to measurement, Miss Marshall said, but that should not absolve teachers from schools from accountability. "If we have governors, the authority, parents, much wider general public all have a stake and a right to know the requirements of explanation and the infringement of professional rights is a recognition that professional judgement may need interpretation."

Nevertheless, appraisal would involve sensitive handling. The contribution to assessment in the secondary school made by public examinations should not be discarded. Miss Marshall warned. There was the pitfall of comparative league tables between schools but for the individual school, its pupils and their parents, successful performance in examinations was a reassurance.

In particular 16-plus exams had long been an influence in setting standards and in what was taught. "Important changes could make them a more positive influence for good. The current rethinking of syllabus content and objectives... and the eventual shift to a managed to criterion-referenced assessment could have a beneficial backwash on the work of the schools."

The development of grade criteria and drawing some 90 per cent of pupils into the realm of useful qualifications at 16-plus will, if successful, clarify and take further the establishment of broad agreement about achievements at that age. In addition records of achievement should provide a wider baseline of recognized individual pupil achievement than is possible through examinations alone. But all this work is, mainly, or wholly, directed at a substantial lobby in the primary sector. There is far less progress towards these particular issues and much less clarity about how progress towards them might be furthered.

Assessment: putting the horse before the cart

An extract from the speech given to the Birmingham conference by Eric Bolton, senior chief HMI, in which he argues that there needs to be national agreement on curricular objectives - especially at the primary stage - before evaluation of performance can make sense.

The most serious danger is that of the assessment cart getting before the worthwhile-objectives horse.

The key to preventing this from happening and, more positively, to developing patterns of assessment, evaluation, testing and appraisal that together act constructively to improve educational achievements, lies in reaching agreement nationally about the objectives of the curriculum 5 to 16; about the objectives of its various component parts; and about the broad standards expected to be achieved by pupils at different stages of their educational progress.

Without such agreement, and the framework it should provide for the work of all involved in making provision for school education, there exists no firm basis upon which the structure and techniques of assessment and evaluation can be built.

If we do not know or agree about where we want to get to, how can it be possible to measure whether we are getting there or not? In order to assess whether or not all schools provide, and all pupils receive, a broad, balanced and relevant curriculum there needs to be agreement about the shape and content of such a curriculum; to judge whether or not the work of schools and teachers is as effective as it should be, broadly agreed standards to be achieved by most and by some pupils are needed.

Without this kind of framework, accepted by all, it is difficult to understand how the outcomes of assessment and evaluation can have a broader meaning beyond the particular situation in which they are used.

There is a good deal of work underway that is seeking to establish agreement about the 5 to 16 curriculum and to clarify both overall objectives and those of its various parts. But achieving agreement about curricular objectives is not an easy task and there is unease about the whole process that goes deeper than the concern that the objectives themselves will be difficult to identify in helpfully clear ways.

There is, for example, concern that what is easy to measure by tests or examinations may be unduly influential in setting curricular objectives. There is a deeper worry that national agreement about such matters constitutes a significant increase in the central control of what is taught in schools and the direction of provision at L.E.A. level.

Yet without some such agreement it is difficult to see how the unacceptable wide variation across the country in both what is offered to pupils and how they achieve can be reduced or how improved assessment and evaluation could have a sufficiently useful basis to carry generally useful messages about improvement and change for what is by law, and ought to be, in fact, a national system.

Difficult as reaching agreement about curricular objectives may prove to be, at least the process has begun. But there is much less progress as yet in establishing broad agreement about the standards expected to be achieved by most pupils at, say, ages 11 and 16 across the whole curriculum. At 16-plus the GCSE provides one measure and the new national criteria set out in the new national curriculum for schools, subject by subject, what in general terms it is expected that pupils will cover, and, consequently, what will be examined.

The development of grade criteria and drawing some 90 per cent of pupils into the realm of useful qualifications at 16-plus will, if successful, clarify and take further the establishment of broad agreement about achievements at that age. In addition records of achievement should provide a wider baseline of recognized individual pupil achievement than is possible through examinations alone. But all this work is, mainly, or wholly, directed at a substantial lobby in the primary sector. There is far less progress towards these particular issues and much less clarity about how progress towards them might be furthered.



Eric Bolton

In secondary education there is a long history of debate and practice in respect of both the curriculum and examinations. Neither is as true of primary education. It is difficult to identify sufficient common ground, or at least sufficient common language, to begin to discuss the primary curriculum nationally let alone carry out the kind of scrutiny and development required to establish a primary curriculum framework and agreed objectives. At every stage such a necessary debate is complicated by sharply polarized disagreements about process and content; teaching children and teaching subject matter; and the balance between generalist and specialist uses of primary teachers.

Unlike the secondary phase, there is relatively little history of a sustained debate about, and scrutiny of, the curriculum in primary schools and while L.E.A.s are now moving, admittedly somewhat slowly, towards establishing curricula-led staffing in their secondary schools there is very little evidence of any such notion of the primary curriculum developing to which the staffing of the schools could be linked.

Yet, paradoxically, it is the success of primary education in broadening provision since the 1950s to include music, art, physical science and C.V.T. as well as revealing the high standards that pupils of 10 and 11 can achieve in these and other areas of the curriculum, that have added to the pressure for a clearer articulation of what in practice is meant by a broad, balanced and relevant curriculum for 5 to 11-year-old pupils.

Since there is so much similarity of good practice in many primary schools, it looks as if much of the confusion and disagreement about the primary curriculum is essentially semantic. Unless clear formulations can be developed and agreed, and there is no question of forcing primary schools into a secondary curriculum, it is hard to envisage a constructive approach being developed to the deployment of primary school teaching staff; to the initial and in-service education of primary teachers; and to the assessment of how primary schools perform.

There is even less clarity or agreement about the learning standards to be achieved by pupils at the end of the primary phase. As with the debate about the primary curriculum, there is a substantial lobby in the primary sector that eschews any attempt to establish broad based notions of standards to be achieved. Some of that resistance stems from a fear about "return to the 11-plus" and the restrictions on teaching, learning and chil-

dren's educational and personal development that went along with it.

But the distrust of achievement objectives goes deeper than that. The setting of any external achievement objectives is seen by some as striking at the heart of child-centred primary education. Yet, despite those reservations, most if not all primary teachers have some notions about what they expect their pupils to achieve, not only in terms of individual needs, but as a necessary basis for successful progress through the education system and into the adult world: a preparation for what comes after. Also, most primary teachers would wish parents to understand how the development of the child, on which they are both engaged and related to the requirements of the "real world". Experienced teachers are aware of how the performance of individuals and particular groups of pupils compares with that of similar pupils elsewhere, or those they taught previously.

This being so the challenge facing the primary phase is to articulate those learning objectives in terms of competencies and understandings to be mastered in ways that meet with broad agreement and do not cause damage to what is now commonly agreed to be effective primary practice across a broad and balanced curriculum.

Where then does this leave us in relations to the development of useful techniques, instruments and strategies for assessment and evaluation across the system? There is a lot of useful work under way but a number of key issues remain and there are some difficulties to be resolved.

How is progress towards more efficient and effective ways of assessing curricular provision, the quality of education processes and the standards of learning achieved by pupils to be kept in step with the development of agreed curricular objectives and broad agreement about standards of achievement so as to avoid particular assessment techniques unduly influencing teaching and learning?

Much of the work on assessment and evaluation to date is biased towards the secondary phase. We lack broad agreement about how to describe and scrutinize the primary curriculum. The absence of clarity and agreement about what children should be capable of at various stages of their primary education leads to a distinct lack of information about standards of pupil achievement in individual primary schools and a consequent difficulty of establishing any standards of achievement as a basis for an assessment of performance.

While I hope HMI inspection procedures are now fairly well understood - certainly their findings are now open to public scrutiny and criticism - there does not appear to be any generally understood pattern of L.E.A. procedures for inspection and reporting. I do not imply by this that L.E.A.s should seek to model the work of their advisory services on the work of HMI. For one thing, the functions of HMI and local advisers are very different. But inspection is a varied form of assessment open to great flexibility. What is appropriate for HMI reporting nationally may need to be considerably different at local level. But presumably L.E.A.s need to know how that which they provide is performing overall and in particular how it compares with the performance of the system nationally.

The recently circulated DES/L.E.A. consultative document helpfully addresses this and other questions about L.E.A. advisory services; While work on public examination reform, the APU's findings and records of achievement is well in hand, that on school self-assessment and teacher appraisal is patchy and still at a stage where much more work in the development of effective and acceptable instruments and techniques is required.

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Duncan Graham

'Fast-tracking' system of promotion predicted

A new sort of expert in the education field will be created once appraisal gets under way, the conference was told.

Mr Duncan Graham, education officer for Suffolk, the authority which last year carried out an exhaustive study of appraisal on behalf of the DES, said the major role in the service will not be played by local authority advisers.

He added: "I predict that we will find that a new breed of animal will emerge - from the ranks of heads, advisers, teachers and officers, those with a particular expertise in an existing craft - and that they will conduct assessment of senior staff and supervise the wider process within schools and in partnership with heads."

"A fast-tracking" promotion system would be one of the consequences of teacher appraisal becoming established, Mr Graham predicted. Through appraisal, local education authorities would have better opportunities for man-management and there would be greater professional participation in appointments.

Echoing other platform speakers, Mr Graham said that to get the best from appraisal there had to be a clearly-stated national policy covering all the elements of quality control such as curriculum, staffing, appraisal, and examinations.

"I should like to see more evidence that is formulated after listening to the voice of local government practitioners, and that questions about consistency, both among and between Government initiatives, are being considered."

At the same time there had to be scope for authorities to devise strategies of their own which would satisfy criteria where they existed. These strategies should, at the same time, support schools in areas where there were no national policies. Mr Graham said the L.E.A. must have a central role in establishing, monitoring, supporting any appraisal scheme.

"The system will only work in quality terms if it is 95 per cent institution-based but the other 5 per cent is vital." It involved quality control, training of assessors, in-service support tailored to individual needs and involvement in the appraisal of heads, advisers and officers.

Mr Graham warned of the consequences of trying to fund any scheme "without existing resources".

"There are heavy costs in senior staff time and responding to needs identified at appraisal would knock a nasty hole in most local authority in-service training budgets. At an estimated 12-15 hours per assessment the overall impact on the system is appreciable."

Governors advised to attend staff meetings

School governors should sit in on staff meetings from time to time, according to a former chief HM Inspector.

Without a closer acquaintance with the working life of their school they could not make a contribution to the broad system of assessment, Miss Peggy Marshall, lately chief inspector for secondary education, told the conference.

She did not see them as assessors taking part in formal appraisal but they could be numbered among those "critical friends" a school needed.

Governors anxious to make a real contribution were limited by the reality that virtually all their knowledge of the school was derived from reports presented by the head. These commonly offered a succinct, factual account of things done but it was "relatively inert information."

Speaking on the role of the school in appraisal, Miss Marshall said the signs were that schemes originating from a school's own initiative seemed more likely to succeed than anything imposed from without.

"This does not mean, of course, that an authority anxious to embark on a programme of systematic evaluation with its schools must hold off forever or until each school signals it is sitting comfortably. But it does suggest that local authority-initiated schemes may head-off with good pilot runs in those schools, possibly only a small minority,

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NEWS

DES figures show an improving exam picture

by Biddy Passmore

The improvement over the past decade in the proportion of pupils achieving exam qualifications at all levels is shown in statistics just published by the Department of Education. They cover a period in which the annual number of school-leavers rose from 650,000 to 750,000.

The sharp drop in the proportion leaving school with no qualifications – from 30 to 10 per cent in maintained schools – was largely due to the spread of CSE exams that accompanies comprehensive reorganization.

The remaining grammar schools achieve results many times better than those of the comprehensives but comparisons are virtually meaningless because there were only some 170 grammar schools in 1983-84, and most had become super-selective.

More pupils left grammar schools with five or more O levels and no A levels than was the case in independent schools. Independent school pupils were by far the most successful group at A level, with nearly half of all leavers passing three or more.

A high proportion of independent school-leavers with three A levels appear to go straight into work and/or professional training rather than studying at a university or polytechnic. Only 26 per cent embarked on degree courses, but that was still higher than the 22.9 per cent of grammar school-leavers and 5.1 per cent of all leavers from maintained schools.

The figures, which are based on a 10 per cent sample of all school-leavers, also include figures for individual i.e.s. with more than 4,000 leavers.

CSE and GCE achievements of school-leavers in the academic year 1983-84

England only	Comprehensive	Grammar	Others	All maintained (1974/75 in brackets)	Percentage independent	All schools
Leavers with 1 or more A levels of whom leavers with 3 or more As	13.8 7.0	57.2 35.0	3.7 1.9	14.3 (12.4) 7.5	63.7 48.4	17.2 9.8
Leavers with no A levels with 5 or more O level "passes" (grades A-C) or CSE grade 1	10.4	21.8	7.5	10.5 (7.8)	14.0	10.7
Leavers with no A levels with 1-4 O level "passes" (grades A-C) or CSE grade 1	27.7	17.8	30.2	27.5 (26.0)	16.2	26.9
Leavers with no CSE or GCE qualifications	10.2	0.7	8.9	9.9 (28.8)	2.1	9.5
Leavers with at least 6 O level "passes" or CSE grade 1	22.9	77.2	10.5	23.8	74.2	26.7

Brighter pupils: need for broader curriculum

Percentage of those with higher grade* O levels and CSEs who passed in:	England only			
	1974-75	1983-84	1974-75	1983-84
English	86%	86%	80%	78%
Maths	66.5%	63%	36%	48%
English and Maths	48%	50%	36.5%	44%
English and Maths & Science & Modern Language	19.5%	18.2%	16.5%	22%
Total with higher grade passes in any subject	157,470	197,210	162,480	212,900

* A 'higher grade' is defined as O level grade A-C or CSE grade 1.

The need to broaden the curriculum for brighter pupils, the aim of the Government's proposed Merit and Distinction awards – is demonstrated by the figures.

They show that only one in five of the pupils with one or more higher grade CSE or CSE passes achieves that level of success in all four basic subject areas of English, maths, science and a foreign language.

More girls than boys have this spread of achievement. In 1983-84, 48,000 girls got higher grades in the four areas, compared with 38,000 boys. Girls have moved ahead over the past decade mainly because more are taking and passing maths.

Whereas only 38 per cent of the girls with one or more higher grades had passed in maths in 1974-75, the proportion in 1983-84 was 48 per cent.

There has been a slight increase in the proportion of girls passing a science, too – up from 42 to 45 per cent.

These figures, added to the persistent female predominance in English and modern languages, give the girls a slight lead at this stage.

But they lose it in the sixth-form. Five thousand fewer girls than boys got one or more A levels in 1983-84 (62,000 against 67,000) and subject choices at A level followed even more closely traditional gender lines.

Statistics of Education School Leavers CSE and GCE 1984 is available price £12 from Room 357, Department of Education and Science, Morwen Hall, Stalbridge Road, Dordington DL3 9BE. The 1983 edition of the Department's annual digest of Statistics has also been published recently and costs £2 from the same address.

Drop in FE course growth

by Diane Spencer

Numbers of students taking courses in further education rose by two per cent in 1984. But this was three per cent down on the year before.

Figures in this month's statistical bulletin issued by the Department of Education and Science, show enrolments for full-time and sandwich courses were marginally higher than 1983.

Total enrolments in further education rose from 1,981,000 in 1983 to 2,029,000 in 1984. Numbers in non-advanced further education courses including students on Youth Training Schemes rose from 1,578,000 in 1983 to 1,619,000 in 1984.

This was an increase of 3 per cent and amounts to 80 per cent of all enrolments in FE last year.

The recent downward trend in numbers of overseas students was halted last year when the level remained the same as in 1983 at 19,000.

Statistical bulletin, November 1985, DES, Statistics Branch, Elizabeth House, York Road, London SE1 7PH.



Geoffrey Beynon: In the pit

Richard Garner talks to the chairman of the Burnham committee teachers' panel

New man in the middle

Geoffrey Beynon is not the sort of man you would expect to find at the centre of the country's longest-running pay dispute.

A 59-year-old ex-grammar school teacher with a scholarly look and a slow methodical way of addressing people, he quit the classroom for a career in teacher trade unionism at a time of relative peace for the profession.

Indeed, if he had stayed at the chalkface, he would by now have been very much sought after – although probably not very well rewarded financially – as a specialist mathematics teacher. Instead, as he puts it, he is "one of those people in the pit (the Pool of Inactive Teachers) that ought to be teaching".

Now he is the third man of teacher politics – the one who has to sit in the middle and umpire the rows between the rival teacher unions as the new chairman of the newly-hung teachers' panel of the Burnham committee, which negotiates teachers' pay.

He took the chair for the first time at last week's historic meeting which ended the wings of the National Union of Teachers and made sure it would no longer be running the show on its own – but ultimately failed to take any initiative to break the deadlock in the 40-week-old teachers' pay dispute.

"I'm hoping that meetings in the future may be easier than the one we had last Monday," he said. "It was quite an exceptional meeting with the NUT membership reduced and there was bound to be a lot of neediness between the various organizations."

He made two controversial decisions during that seven-and-a-half hour marathon – first, overruling a challenge to an amendment tabled by his own union, the Assistant Masters and Mistresses Association, which the NUT felt should have been ruled out of order, and, secondly, failing to use a casting vote when it became known that the resolution on pay had resulted in a tied vote.

"There was a hint that I might have shown bias in the first case because it was an amendment tabled by my own association," he added. "In the end, the amendment was endorsed by the panel."

"Also, I think in the situation that developed on Monday, it would have been wrong to have cast an extra vote on an additional vote which would certainly have been seen as a fifth vote for AMMA on an issue of such importance."

He said that "if the panel has standing orders, no one has been able to produce them", adding: "There was a dilemma resulting from the non-existence of clear guidance from any document. Rules governing the way the panel conducts its business are now being worked out."

Mr Beynon has been joint general secretary of AMMA for all but nine months of the organization's life. It came into being in 1979 as a result of a merger between the Assistant Masters' Association and the Association of Assistant Mistresses, and he succeeded Andrew Hutchings as its leader. The other joint general secretary is Miss Joyce Baird.

He has been a member of the Burnham teachers' panel since then and believes the cropping of the NUT's power was inevitable following "their somewhat cavalier treatment" of other teacher organizations.

However, last Monday's meeting showed how fragile the hold is now of the other teacher unions on the panel and will be even after the National Association of Teachers in Further and Higher Education, which allied itself with the NUT after months of abstaining, loses its seat on the panel on December 2.

While reluctant to be drawn into criticism, he did have this to say about NACFHE's decision: "I wouldn't want to comment about it other than to say that with regard to the manner in which they have abstained from voting and in the knowledge they were leaving the panel in two or three weeks time some explanation ought to be forthcoming from them as to why they did what they did."

"They didn't express any desire to speak, didn't vote in the course of the meeting – yet on that crucial issue they chose to vote."

"Their action on Monday may have put in jeopardy a positive response to the Secretary of State's suggestion to the Burnham committee that they should have observer status."

While Geoffrey Beynon may hope that teachers' panel meetings will become easier to run in the future, he is under no illusions about the difficulty of the task ahead.

"Even if we can get 1985 out of the way, we then get into talks on restructuring and I think there's going to be a lot of wrangling about that," he added.

The months ahead look to be fraught with difficulties for the new chairman – and perhaps it's just as well that he lists one of his hobbies as "work in Who's who?"

NEWS

Notts goes nuts in school dining halls

by Susannah Kirkman

A health food revolution has begun in school dining halls.

School meals organizers, spurred on by national nutrition guidelines, are replacing chips with jacket potatoes, swapping puddings for fresh fruit, and banning salt from the dining tables.

Nottinghamshire, for instance, has based its new nutrition policies on reports by the National Advisory Committee on Nutritional Education (NACNE) and the Committee on Medical Aspects of Food Report (COMA).

These reports say that people should reduce their fat, sugar and salt intake and eat more fibre.

Coronary heart disease is starting to occur in seven-year-olds, according to Mrs Anne Carter, Nottinghamshire's education catering officer, who has masterminded the county's healthy eating campaign. "We see good school meals as preventive medicine," she said. "In 1980 to 1981, diseases related to diet cost the country £561 million."

Many Nottinghamshire pupils are now eating nutloaf and salad, and fruit and oat-crumble bars made with wholemeal flour and sunflower seeds. But Mrs Carter stresses that children's tastes do not change overnight and the changes in diet have to be introduced gradually.

Nottinghamshire canteens started with more fresh fruit, and salads with crisp ingredients such as green pepper, celery and iceberg lettuce. The next stage will be to introduce wholemeal pasta.

Liberals pledge investment in HE

by Biddy Passmore

A more flexible admissions system, truly level funding, grants for all students over 16 and a national planning body are among expansionist proposals for higher education put forward by the Liberal Party this week.

The party is scathing about the Government's Green Paper, which it condemns for its "narrow, Gradgrind view of higher education as an economic mechanism".

Rather than cutting, the Liberals propose investing in higher education and using the opportunity provided by the falling number of 18-year-olds to open up access to other groups.

Launching the Liberal document on Monday, Mr Clement Freud, the party's education spokesman, said he wanted to see "a multiplicity of routes" into higher education, including the vocational route. A two-year Youth Training Scheme might provide one such route, he suggested.

The document calls for the expansion of bridging and conversion courses to enable adults to move in and out of education, and of part-time and post-experience courses.

The party also wants to see modular courses with credit transfer to provide more "bridges and ladders" between non-advanced and advanced courses, and between different sectors of higher education.

It proposes the creation of regional bodies to coordinate planning across the binary line and of a representative Higher Education Council. Student and community representatives should be involved by law in the government of higher education, it says.

Investing in Opportunity, the response of the Liberal Party Education Panel to the Higher Education Green Paper, is available from the Policy Unit, The Liberal Party, 1 Whitehall Place, London SW1.

Science budget key to technology gap – Owen

by Iola Smith

Only 14 per cent of British 18-year-olds take up places in higher education, while 50 per cent of their American and over 40 per cent of their Japanese counterparts do so.

Dr David Owen, SDP leader, says that this is one reason why Britain lags behind competitors in technological innovation. Speaking on "Science, an investment in our future" in Cardiff last week, he attacked the low priority given to training young people for the high skills that new technology demands. He accused the education system of elitism in its reluctance to offer adequate status to engineers and technicians.

But most of all, he criticized the Government's policy on science. At a time when Japan, America, France

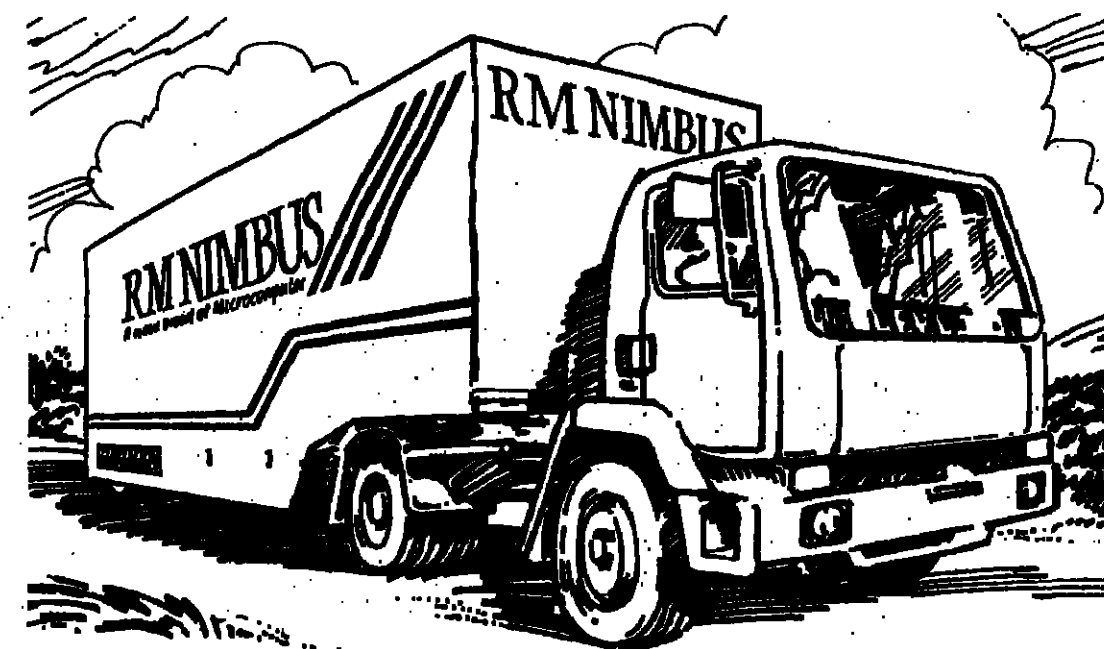
and West Germany are increasing resources to scientific research, Britain is content to maintain level funding for the next three years.

He insisted that growth in scientific research and development is essential, and that an additional investment of £85 million would be needed to create a modest 1 per cent growth in the science budget.

Dr Owen also decried the way the present science budget is being spent: too much on military research and fashionable nuclear and astrophysics projects. This was again blamed directly on the education system which placed more prestige on pure research than on applied, applied, production engineering.



Official reports have urged people to eat more fibre and reduce their fat intake



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- Mon. 2nd Dec. — College of St. Mark and St. John, Derriford Road, PLYMOUTH.
- Tues. 3rd Dec. — Highbury College of Technology, Cosham, PORTSMOUTH.
- Wed. 4th Dec. — Brighton Polytechnic, Moulscroomb, BRIGHTON.
- Thurs. 5th Dec. — Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, CHATHAM.
- Fri. 6th Dec. — ILCC John Ruskin Street, LONDON SE5.



Strikers' get pay bonus

Teachers in Hillingdon, who went on a half-day strike in support of their pay claim, have received a surprise bonus in their November pay packets from the Conservative-controlled council.

Instead of being docked half a day's pay for their action, all 281 members of the National Union of Teachers have received an extra half day's pay at a cost of £2,300 to the authority.

Embarrassed council officials said the mistake was due to a computer error – and have told its teaching force that it will be rectified next month.

A spokesman said: "It amounts to an average of £11 a head for every teacher who went on strike – and the money will be docked next month."

Students are urged to keep their own records

Do-it-yourself records of achievement are proposed in a new book published yesterday.

It says that during their third year in secondary school, pupils should negotiate a programme of study with their tutors, follow it through for the next two years and prepare, as they do so, a folder of evidence which can be summarized in a record of achievement.

A validating board set up by the governors of each school would assure pupils, parents and teachers that the proposed programmes were worthwhile. And an accrediting board established by each local education authority would confirm the probity and reliability of the records produced.

The book is the first published response to the Education Secretary's

stated aim to provide records of achievement for all school leavers. Its authors are Tyrrell Burgess, reader in the philosophy of social institutions at the North East London Polytechnic, and Elizabeth Adams, formerly general inspector with Surrey County Council.

The idea underlying the proposals – that students learn better when they themselves decide what to learn – is the same as that underlying NELP's degree by Independent Study, with which both authors are involved.

The arrangements are being tested in a pilot project run by the authors and financed by the Gulbenkian foundation, involving nine schools and a community home in Cambridgeshire, Croydon, Harrow, Shiffield, Surrey and Wiltshire.

Launching the book on Monday, Mr Burgess said he thought there was little danger of children choosing to neglect basic subjects.

"If they are asked to consider what they want to do, they will want to do the bread and butter things," he said. "Children are dreadfully realistic, in some ways depressingly so."

An anonymous number now left school illiterate, he added. That would change when they had a personal commitment to learning to read and write.

Miss Adams stressed the importance of validating the students' individual programme. Assuring them in advance that their choice was supportable and defensible made an enormous difference to their commitment, she said. [see Features p25]

Call for switch to loans

A call for a phased switch from grants to loans for students was made by the Institute of Directors on Monday.

In its response to the Government's Green Paper on higher education, the institute says such a move would have a "galvanizing impact" on student choice and would save the Government from the "undesirable and unnecessary course" of intervening directly in the subjects students choose to study.

The Green Paper makes much of the need for more graduate scientists, engineers and technologists, it says, but the solutions proposed are unnecessarily interventionist and seem to be at odds with Government philosophy.

SCHOOL TO WORK

CBI

Mark Jackson reports from the CBI conference in Harrogate

Any further cuts in higher education will starve industry of graduate talent and endanger the economy, the CBI's annual conference at Harrogate warned this week.

After years of broad support for Government education cuts the CBI is clearly running scared. Speakers urged that education should be treated as a priority area of investment and that industrialists should invest more of their own time in helping to improve schools and the colleges.

And they argued that it was time businessmen stopped blaming teachers for industry's unfavourable image and set about selling themselves purposefully to the schools.

The turnabout on education is in line with the CBI's new resolve to take a direct responsibility for helping to get the economy back on its feet and for combating unemployment and the dereliction of the inner cities.

Breaking with all precedent, the majority of the delegates spent the education debate in the conference hall instead of the bars. A few rose out of habit to utter ritual denunciations of the education system or ponderous jibes at teachers; but in the end they nearly all voted to support their leaders' new stance.

Industry issues dire warning on campus cuts

The Green Paper plan to cut university places to match the decline in the number of 18-year-olds could have disastrous consequences for industry, CBI members were warned.

Sir Adrian Cadbury, chairman of Cadbury-Schweppes and chancellor of Aston University, said that the only way of offsetting the population fall - the age group will shrink a third by the 1990s - was to do a better job of educating the remainder.

"The key statistic is that, on present plans, 14 per cent fewer graduates will be open to offers from your companies by the 1990s," he said. But all the speakers before the conference pointed to the need to step up education investment to compete for markets with countries educating a much higher proportion of their population to degree standard.

He told the conference that the reduction in universities real income in this and the next two years would be greater in practice than the 2 per cent assumed by the Green Paper because higher education costs would rise faster than average costs, and because

places for engineers and scientists cost two and three times as much respectively as arts places.

The drop in the number of 18-year-olds, he pointed out, would not mean an equivalent drop in the demand for higher education because the population decline would be least in precisely those social groups making use of higher education, and also because of the steadily increasing demand from women.

"What we are offering to the universities in the Green Paper is a period of steady decline into the future. There is no case for cutting by such a process of attrition which is bad both for morale and for efficiency. We know from our own experience that this is not the way to manage change."

About a dozen delegates voted against Sir Adrian's resolution expressing support for the Government's emphasis on the significant shift towards technology, vocational relevance, and value for money but calling for resources to be used better to strengthen the educational base.

UK universities more efficient

Britain's universities can be considered more efficient than their European counterparts, Sir Keith Joseph reluctantly conceded at a pre-conference meeting on Sunday.

He came to their defence in the face of a sweeping attack on lecturers and school teachers by Mr John Pardo, the ex-Liberal MP who was a fellow member of a quiz panel on education and industry.

Mr Pardo, one-time contender for the Liberal leadership and now head of a big office training agency which competes for business with FE colleges, heatedly accused the education service of wasting its resources scandalously and expressed anger over the length of school holidays and university vacations.

He told of meeting an Egyptologist who had not been to Egypt for 15 years. Why should the country pay for him to spend so much time on holiday instead of research, he wanted to know.

But while a case might be made for the need for academics to spend time on research, it could not be used to defend the length of holidays enjoyed by school teachers. "Why is it necessary for them to have this extraordinary



John Pardo

any luxury of leisure?" he asked, claiming that his own staff worked as hard for 50 weeks a year.

Baroness Warnock told the audience that Mr Pardo's assumption that Egyptologists needed to spend their time in Egypt was grotesque and offered to explain to him what they actually did. There were some delinquent university staff who did not spend enough time on research, just as there were some delinquent businessmen but "if we didn't have worthwhile research in higher education we might as well have schools going on to the age of 21."

It should be understood that school teachers - if one took into account all the work they did after school hours -



Sir Adrian Cadbury and Ms Diana Warwick, general secretary of the Association of University Teachers, relaxing after Monday's conference decision to oppose further cuts in higher education. Sir Adrian was surprised by the overwhelming support for the motion and Ms Warwick was delighted by the "CBI's commitment to investment in higher education and to oppose any further erosion of resources".

Bosses can aid schools on appraisal

Businessmen must use their expertise to help schools carry through changes like the introduction of staff appraisal, the conference was told.

Mr Arthur Fairhurst, a chemical industry executive, said: "The real problems in education today are more managerial than educational. We have made great strides in communicating with pupils in the classroom, but now we have to focus on the management of our education service."

Executives had already had to work through many of the changes now facing schools, he claimed. Among them:

- Introduction of staff appraisal;
- The reduction of staff levels;
- Staff development at a time of lower mobility; and
- Public relations to deal with an adverse image.

"I believe we can make a meaningful contribution to change in the management of the education service either as individuals or as companies by making our advice and expertise available," he said.

The conference voted unanimously to support the Government-backed Industry Year campaign after speakers had insisted that industrialists must make sure that schools understood and valued industry and not simply blame teachers for failing to create an acceptable image for them.



Baroness Warnock

did just as much work in the course of a year as people in any other profession. Baroness Warnock said it was astonishing that the education service was being urged to become more like business when everyone knew that British industry was in a parlous state while our universities were recognized as extremely efficient by comparison with those in the rest of Europe.

"There they can go on for six years and still not get a degree," she said. "There they can go on for six years and still not get a degree."

Employers' concern on two-year YTS

Employers are deeply worried about the practicality of the two-year YTS scheme and equally determined to make it work, Monday's debate on the scheme made clear.

With only one dissenting vote they answered the call of their president Sir James Clesminson to "grab at the two-year YTS" and pursue a resolution which carefully hints at their fears about its cost and the difficulties of ensuring it meets their needs but pledges them to take a leading role in its implementation.

Mr Trevor Owen, managing director of Remploy, told the conference that while the existing one-year YTS still left 20 per cent of the age group unemployed the new version represented a message of hope from the Government. To turn down the scheme would mean an equally clear message to the young of rejection.

But social aspects apart, he said, Britain needed the scheme to ensure its economic future. Without it it would continue to be deprived of a workforce with the right skills and work disciplines.

Some of the excuses which they offered to explain the gaps between their own performance and that of competitors overseas might be valid "but there can be no excuse for a lack of commitment to training by comparison with those competitors."

A succession of speakers detailed the difficulties they anticipated in recruiting young people and in providing the right training within the scheme's framework.

Mr Derek Gaulter, chairman of the Construction Industry Training



Sir James Clesminson

Board, backed previous speakers who insisted that the success of the scheme would depend on its ability to provide training which was closely related to the job prospects and requirements in the industries concerned.

His own industry had put forward proposals to the Manpower Services Commission which envisaged integrating the two-year YTS into the industry's traditional training. But the scheme would only lead to cynicism among the young unless there were jobs.

their companies in link schemes, teacher and student experience and promoting the relevance and importance of industry.

Members, says the plan, see education and training as a high priority issue - partly because of the increasing dependence of business upon knowledge and skills, but also because of their "disenchantment" with the products of the education system.

The CBI sees the teaching profession as the key factor and support in subsidiary, understanding British industry in its work of arranging industrial experience for teachers. "Many believe that such experience should be reflected in terms of pay and promotion," says the plan.

Other points the CBI makes include concern about over-specialization throughout education and acknowledgement that the two-year YTS is a vehicle for a constructive exchange of methods and experience with schools and colleges.

Blueprint for wide changes in education

The CBI's new "business plan" for the UK summarizes its members' views on what needs to be done in education.

It says that most employers argue that businessmen need to pursue their criticisms in positive ways by becoming governors or active in parent teacher associations, where they can encourage the cost effective use of resources.

Alternatively, they could involve

Cuts and student loans bite hard on the poorest

WEST GERMANY

Paul Bendelow reports on the impact of government policies

A big drop in the percentage of West German students receiving state loans and the failure of student financing to match inflation are the main themes in new proposals issued by the German Student Welfare Organization (DSW) to redress the balance of government spending cuts.

According to the DSW, only a quarter of West Germany's 1.2 million students received state loans in 1984, compared with 35.8 per cent in 1981. In some universities the figure is already less than 20 per cent.

One reason is that despite a smaller university intake this year, more students are staying on, without loans, for supplementary and higher courses after their first degree in order to avoid graduate unemployment and prolong students' benefits like cheaper health insurance. A second reason is that since the parental income ceiling above which no loans are paid has not been raised in accordance with salary increases, fewer students are eligible for state support.

The final reason, according to the DSW, is that many students from poorer families have been deterred from higher education since Chancellor Kohl's centre right coalition converted grants into fully repayable loans in 1982.

This results, according to Professor Theodor Berchem, president of the West German Vice Chancellors' Conference, in "an intolerable situation" in which it is easier for students to receive social security benefits than government loans.

Professor Berchem has expressed the conference's total solidarity with the DSW's 10-point programme of proposals for a thorough reappraisal of the grant system.

Chief among these, apart from substantially raising the parental earnings threshold currently set at a net monthly income of DM 1,510 (about £400), is the need to adjust the time limit on grants to match the average length of degree courses. In West Germany's open-ended university structure, it is theoretically possible for students to take as long as they choose to complete their degree requirements.

The average degree duration, depending on the student's main subject, now stands at 12.7 terms, with two terms to a academic year. Since this year, nearly three terms longer than the average time limit on grants, many students enter their final phase of study without any state support, resulting in what Professor Berchem called a ridiculous situation of students under maximum pressure to get through finals having the financial rug pulled from beneath their feet.

Dr Dorothee Wilms, the federal education minister, with responsibility for higher education, has rejected any lengthening of loan duration, claiming it would cost an extra DM 120 million a term to extend the top limit on grants by one term. The minister believes

responsibility lies with higher education institutions to reduce the length of studies to match grant duration.

While agreeing that many degree courses were too long, Professor Hans-Ernst Folz, the DSW president, blamed massive overcrowding and inadequate university facilities and staffing. Since loans are now fully repayable, he said, students can no longer be accused of a cavalier attitude to the length of their studies. As students have to take part-time jobs to support themselves they necessarily take longer to complete their degrees, according to the DSW.

The Association of Christian Democratic Students, distancing itself from the Christian Democrat-dominated government coalition, has termed this as blatant discrimination against students who through no fault of their own take longer to complete the courses. The association fully supports the DSW proposal for a 12-month grant extension in cases where students could be expected to finish their degrees within this period.

The DSW figures have been described as exaggerated by Herr Anton Pfeiffer, parliamentary state secretary at the Bonn education ministry. He said it would be neither realistic nor possible to raise loans to match DSW demands.

Though reported to be considering a 3 per cent increase in loans for autumn 1986, and possibly a similar raising of the parental income threshold, the Government is unlikely to accede to further proposals for easing the students' lot.

Legal moves to boost school links

The Swedish Government is preparing legislation to increase co-operation between the pre-school and nine-year compulsory school, but there are no plans to lower the school starting age of seven.

This is the Social Democratic Government's response to the findings of a parliamentary committee set up in 1980 to examine the relationship between kindergartens and schools. In Sweden 23 per cent of children aged under seven are enrolled at municipal day care centres and 15 per cent attend

family nurseries run in private homes by child-minders.

But though most adults go out to work, as many as 48 per cent of young children spend their days at home with one parent.

Without making detailed financial analysis, the committee concluded that for pupils to both start and leave school one year younger would only aggravate juvenile unemployment problems. It was sceptical about lengthening the school period by reducing the age of entry to six and of eliminating the delay

by which a child celebrating his seventh birthday in the spring has to await the autumn before school admission.

Officials favour a three-phase dovetailing of pre-school and school. The first - the familiarizing of one with the other, has already largely taken place. The second, co-ordination of work, has still to be developed. The third anticipates total integration of the two systems.

The new legislation could be enacted next spring.

Donald Fields

Jane Marshall reports on Common Market support for youth information services

Ulster young tell EEC of job worries

Young people involved in Northern Ireland's youth information service, highlighted at a Common Market conference in Luxembourg this week what they see as the Province's inability to meet their needs.

YIP Links exhibited their work, backed by the Standing Conference of Youth Organizations in Northern Ireland, which they described as "a response to the general feeling of hopelessness among young people caused by high unemployment, areas of multi-deprivation, and political instability."

Youngsters from all 10 EEC countries were meeting as part of the programme on preparation for adult and working life.

The conference - Info Action 1985 was organized by the Luxembourg government, which currently holds the presidency of the community's council



Jacques Delors

of ministers, and the European Commission.

Luxembourg's minister of education, Fernand Boden, welcomed delegates and the commission president, Jacques Delors, addressed the conference, which is part of the community's contribution to International Youth Year.

The "Transition of Young People from Education to Adult and Working Life" programmes date back to an EEC resolution of December 1976, which led to a five-year EEC programme of pilot projects from 1978.

This sought solutions to the problems confronting young people, especially in the 14-18 age range when most leave the "formal" sheltered structures and supports of school and venture out as young adults into the world.

A new "transition" programme began in 1983 and will continue beyond its initial three years.

The programmes established projects throughout the member countries, aimed at easing the changeover from school to working life - or, increasingly for many young people, to unemployment - which now affects more than five million 15-25-year-olds in the European Community.

need for comprehensive, comprehensible and acceptable information to reach young people during their time of transition.

So youngsters were asked to take an active part in preparing the information themselves.

The Northern Ireland project, with co-operation from youth organizations and government departments and other bodies, has allowed young people to provide local youth information points. It has a central unit to compile information useful to young people, covering such topics as legal matters, social security and travel concessions. Local radio and TV help reach a wider audience.

Another British project on display was Canlaw On-Line '85 Youth Information Wales. It has already produced and distributed 80,000 free copies of the On-Line booklet, covering a wide range of subjects in Welsh and English editions, which will shortly be available on a computerized videotape system.

The project is also producing a local database for the Rhymney Valley area as a prototype for further development in Wales.

Inspiration for the Welsh project came from *Young Scot*, a project started in 1979 whose moving force was Alison Mercer of the Scottish Community Education Council (SCEC).

They consulted many youngsters before producing a clearly and simply written booklet covering information and advice for school leavers living away from home, applying for further education, courses, voting, sex, and unemployment benefit. It is about to go into its fifth edition.

Current projects in Denmark and Italy also used *Young Scot* as a model.

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OVERSEAS

Chapter One opens door to voucher system

UNITED STATES

Bill Norris examines a scheme to enable poor pupils to attend private schools

American schools moved one step closer to adopting a voucher system last week, with the introduction into Congress of the Reagan Administration's long-promised legislation to enable poor children to attend private schools.

Entitled the Equity and Choice Act (tortuously acronymed TEACH), the new Bill will affect the parents of five million children who now benefit from the \$3.2 billion "Chapter One" programme to add disadvantaged students.

If it becomes law, they will be able to claim a voucher worth about \$600 (\$415 each, and use it to pay for tuition at a private school or for remedial education services offered at a public school outside their own area. By targeting the new proposals

specifically at the poor and children from minority groups, Mr William Bennett, Education Secretary, is hoping to avoid the pitfalls which defeated a similar move during Mr Reagan's first term. His claim, voiced in a letter to house speaker "Tip" O'Neill, is that the vouchers will "serve the cause of social justice by providing disadvantaged families some of the educational choices already available to more affluent families".

Mr Bennett added: "It would improve the quality of Chapter One services by increasing parental involvement in the programme and by promoting healthy rivalry among schools to meet the needs of disadvantaged children."

This argument is unlikely to impress the education community, who see the move as potentially damaging to the public school system and who have a strong voice in the lobbies of Congress. The largest teachers' union, the National Education Association, has already denounced vouchers as "a cruel hoax on America's schoolchil-

dren and their parents", and initial reaction to the published bill has been harsh.

"It's a ridiculous proposal," said Mr Michael Casserly, legislative director for the Council of Great City Schools, whose members receive a large share of Chapter One money. "This would hurt the public schools and it would be an utter disaster for the Chapter One programme."

Mr Michael Resnik of the National School Boards Association agreed. "The Bill's a Trojan horse," he said. "It carries the great appeal of parental choice, but if it's enacted - which I doubt it will be - it would diffuse services for kids."

To say it's going to be used to help the disadvantaged and the poor is an insult," said Ms Millie Waterman of the National Parent-Teacher Association. "It's offensive to us and we will oppose it."

The origins of the Chapter One programme, which now represents almost a quarter of the entire Education Department budget, go back 20



William Bennett

years to the Elementary and Secondary Education Act signed into law by President Lyndon Johnson. It has become a symbol of the United States commitment to educate the poor.

But much of the programme was thrown into chaos last July, when the Supreme Court ruled that its funds could no longer be used to pay public schoolteachers who went into religious schools after hours to give remedial teaching to disadvantaged children.

The ruling enraged Mr Bennett, who vowed at the time that he would find a way around it. His new Bill marks the fulfilment of that promise, but whether it will get Congressional approval is another question.

Ousting the pocket dictators

MALAYSIA

Geoffroy Parkins on plan to end the power of heads on disciplinary boards

The Education Ministry in Kuala Lumpur is set to curtail the all-powerful position of headmasters and their senior assistants on school disciplinary boards.

It meets this month to amend the provisions of the General Orders on teacher discipline, and according to Education Ministry sources, amendments currently being made will mean headmasters and their senior assistants will lose certain powers when taking disciplinary action against teachers.

This will include changes in the rules under which disciplinary boards are constituted. The current provision allows disciplinary boards to be chaired by headmasters or their assistants. It is understood that because such "arbitrary" powers have so often been abused, the ministry has decided to strip the wings of headmasters.

The National Union of the Teaching Profession (NUTP) has welcomed the move, which it has itself been advocating for some time, following many cases where it was claimed that teachers had been unjustly treated by headmasters who had "abused their power".

Mr N Sivasubramaniam, NUTP deputy secretary-general, said that under the present system headmasters were "justice, jury and executioner" in their schools. The headmaster, he said, "was often the same person who makes the charge against the teacher, listens to his appeal, and then convicts him".

Mr Sivasubramaniam cited a recent case where a number of teachers had lost pay after allegedly failing to attend staff meetings called at short notice by their headmasters during their summer holidays. Their appeals were rejected by their disciplinary boards which were chaired by the very headmasters or whose evidence their cases were judged. These cases, he said, had subsequently been taken up with the Education Ministry.

Recently, the union's case received a boost when the Penang High Court ruled that action taken against a teacher by a school disciplinary board was "totally wrong". The court said that under existing arrangements, school disciplinary boards were "not against natural justice".

All the main teacher unions and state education departments have welcomed the ministry's move and are pleased the government has at last realized the problems and harm that certain headmasters are causing. Both union and education departments maintain that while the majority of headmasters are moderate and fair in the treatment of staff, and recognize the practical importance of facilitating a degree of collective responsibility in schools, unfortunately, there are still a number of heads who try to run their schools like "one man shows".

These "pocket dictators", says a recent teacher union report, are obsessed with "efficiency and order" and produce better exam results than they often lose sight or simply ignore other equally important educational objectives.

While some of these headmasters do succeed in producing certain artificial improvements in efficiency and order, results, they fail to secure the wholehearted participation and commitment of their teachers, the report says. This is not a question of poor self-discipline or no dedication on the part of teachers, said one psychologist, but given the making of many teachers, a psychological inevitability under such circumstances.

With stagnant salaries, poor professional opportunities and an increasing workload in recent years, the morale of teachers, say their representatives, has reached an "all time low".

And with headmasters who "push down" their ideas through, "manipulate and mislead grows" until many teachers lose heart and interest, and work more and more for their salaries only, and thereby the main purpose of education is destroyed.

Computers are easing the task of historians

Sir - I was dismayed to read Peter Agnew's comments regarding computers and the teaching of history (TES, November 8). If we accept that for many of us the teaching of history has become more to do with giving pupils experience of the way a historian works than solely information peddling then the role of the computer becomes nothing short of revolutionary.

The formation of hypotheses based on evidence and then the testing of these hypotheses is perhaps the most beneficial and exciting work pupils can do in the study of history. Software now being produced allows this to take place to a degree which until recently was impossible. The work of the Exeter project using micrology with the pupils working a historical detective is a fine example of this. The Quest data-handling program provides similar possibilities in the field of local history, releasing pupils from the tedious of scrutinizing pages of, for example, parish records and allowing most of the time to be spent on higher

level intellectual activity.

Mr Agnew seems concerned about the economics of microcomputers, but many schools now have computer rooms where perhaps six or eight machines are set up for a class to use. By allocating one machine to a group of four or five pupils the very "discussion of sources and historical debate" Mr Agnew wishes to see will take place. Certainly if one machine was allocated to only one child an important opportunity for pupil-to-pupil learning would be missed.

In the early days much software produced for the teaching of history was of dubious value. The situation is changing rapidly and history teachers are realizing that computer-assisted learning has much to offer their subject. I hope that the establishment where Mr Agnew is undergoing his teaching qualification will introduce him to some of the possibilities.

PHILIP JONES
Priory School
Weston super Mare

Micro progress

Sir - While I accept Peter Agnew's comments that microcomputers are an expensive resource and that many commercial programs are indeed rather primitive and/or puerile, I cannot accept his assertion that computers seem "an unnecessary distraction" in the classroom. Computers are perhaps best at helping pupils to achieve precisely the objectives he describes for the history curriculum - the investigation of historical sources and providing stimulus for historical debate and decision-making. Computers are capable of storing vast quantities of historical evidence and pupils can interrogate and investigate that evidence in ways which would be quite impractical and impossible in an ordinary classroom situation. Equally, realistic computer simulations based on accurate historical evidence can help to promote vigorous historical debate as well as help to develop decision-making skills based on an investigation and interpretation

Church strength

Sir - The survey described under the headline "Church weak in state sector" was referring of course to secondary education only (TES, November 8). It is quite true to say that the Church of England's institutional contribution, largely for historical reasons, is not strong in the state secondary sector where its schools educate only 3.6 per cent of the pupils. However, in relation to the headline, two important qualifications should be noted.

First, the position looks very different at the primary level. Here approximately a quarter of all state schools, educating 15.8 per cent of the pupils, are Anglican.

Second, the Church is wider than the Church of England. The Roman Catholic contribution within the state sector is very significant, for at both primary and secondary levels their schools educate 9.3 per cent of the pupils.

The overall purpose of my monograph reported by Bert Lodge was to investigate the complex relationship between the independent secondary schools and the Church of England. He astutely highlighted a key finding, namely that at least 150,000 independent secondary pupils are in schools which claim some association with the Church of England compared with 125,000 pupils in voluntary aided or controlled Anglican secondary schools. This and the other findings have important implications for the independent schools and for the Church of England and it is hoped that both will give the issue serious attention.

BRENDA GAY
Culham College Institute
Abingdon
Oxon

Healthy review

Sir - So the dimes are finally dropping through the machine! (TES, November 8).

Indeed, English has no place as of right at the centre of the curriculum. It is healthy for all of us to review practices and purposes. This is now happening for English as it dawned on an increasing number of people that there will no longer be a distinctive examination in English Language.

English will have a great deal to offer that is to do with creative writing, literature and personal development. But it does not have a corner on creativity or imaginative writing. Nor is this simply bound up with fiction, autobiography and poetry.

Again, it is not true to say that communication studies is "fostering a reductive, instrumental view of language use". It embraces and allows for all kinds of writing in which imagination has a part. Those of us who teach communication are quite happy that English should concentrate on creative modes of writing to an extent beyond that of communication work. This gives the curriculum range and diversity.

What communication does is to deal with a variety of media. Its written

Welcome syllabus

Sir - Concerned as I have been for several years to redress the balance in English studies at A level so that the study of language may receive its proper attention, I read with interest Dr Colin Butler's letter about the London syllabus (TES, November 8). It should be pointed out, however, that the Joint Matriculation Board has most enthusiastically supported developments in the study of language and this year saw the first setting of its A level examination devoted to English Language. The syllabus has been warmly received by university registrars and departments of English and though currently operating as a pilot



work extends from the transactional to the poetic. If there is some emphasis on the written modes of the everyday world and of occupations, then teachers of communication are not going to apologise for taking this common sense approach. To despise this is to despise the pupils whom we are supposed to nurture.

Philip Crumpton is right in suggesting that English departments need to find a "shared focus of activity and a cohesiveness of purpose". Come to that, English syllabuses need to be

more clear about their aims and instruments.

I hope this happens. It will be good for all of us as teachers. In the meantime, English people, by all means sort yourselves out. Only don't knock the rest of us while you are doing this.

G D F BURTON
Chief Examiner for Communication
(Southern Exam Group)
Moderator for Communication Studies

During its three years the syllabus will have been carefully monitored by JMB and the teachers themselves. By 1987 it will be in a position to go national. Anyone interested should contact the Cheshire Language Centre, North Cheshire College, Farnhead, Warrington WA2 0DB or the JMB, Manchester.

GEORGE R KEITH
Chairman of Examiners, English Language at A level
Joint Matriculation Board

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Great leap back

CHINA

In a return to one of the Cultural Revolution's most fundamental educational policies and practices, the newly established State Education Commission, which replaced the Ministry of Education earlier this year, with greatly increased powers, has decreed that primary school pupils aged 10 and 11 will do manual work for two weeks a year, with an unspecified but larger stint for secondary school students.

During the Cultural Revolution, the principle "education must be combined with productive labour" was followed faithfully by every school and university in the land.

"Taking society as the classroom" was a slogan interpreted literally with, in some cases, up to a third of the school year spent in field or factory, "learning from workers and peasants". From kindergarten to university, every pupil and student did manual work to give a correct political orientation to their studies while at the same time aiding production.

After Mao's death and the fall of the Gang of Four in 1976, there was a



Success in examinations at all stages became education's main objective after Mao's death.

complete reversion to formal schooling. In visits to schools in many parts of China during the past four years it was clear that manual labour had to all intents and purposes disappeared. Where it still existed it took the form of sweeping out the classroom and tidying up the playground. Success in the examinations at all stages became the main objective.

Recently, however, concern has been growing that the emphasis on individual success in all activities from school to agriculture, plus the effect of the opening up of China to Western influences, especially films, television and magazines, have adversely affected the attitude of young people to social issues.

At the recent party conference, Chen Yun, a highly respected member of the Political Bureau, criticized the "relaxation of ideological and political work" and stressed that education in Communist ideals should be regarded

as the central task.

New political education in schools as taught during the Cultural Revolution has every bad name, and although the subject is still on every school curriculum, it appears to have a rather low priority in the estimation of teachers and students alike.

At all events, none of the teachers in 18 secondary schools in north China visited this spring thought it necessary to tell me anything about the teaching of political education, which they certainly did 10 years ago.

The revival of manual labour in the school curriculum is intended to "foster the pupils' creative power and their love for physical labour", and it is also meant to enable them to identify with the lives and needs of ordinary workers and peasants and develop their socialist consciousness.

There is another aim. Many schools have small factories or farms attached to them, profits from which supply a

healthy share of the schools' income. China's recent rise in living standards has created increased demands for consumer goods, and the students are needed to help the full time workers by taking part in the factory work or by collecting medicinal herbs, wild plants or manure in the rural areas.

Income from these activities in 1984 is estimated at 970 million yuan (£250 million) and big increases have been reported for the first half of this year.

In addition, there are now over 350,000 bases for school students to learn agriculture and industry, and State Education Commission statistics claim that profits from these centres last year accounted for 48 per cent of the state educational appropriations to primary and middle schools.

Direct involvement of school students in these activities will, it is hoped, give them a correct social and political education while at the same time helping to pay for their studies.

Expulsion in graffiti case upheld

Two fifth-form boys have been expelled for graffiti writing at a central North Island secondary school in a case which provides interesting comparisons with the "dirty five" Manchester case.

After a procedural wrangle the boys were removed from Tongariro high school at Turangi, a small town originally built as a base for hydro-electric

scheme construction. The pair committed their offence, which they have admitted, with a spray can on the night Tongariro high's board of governors was holding its monthly meeting at the school.

The original decision to expel, which was procedurally in error, was taken by the board the same evening.

Each New Zealand secondary school in rural areas - and often the case in cities - has its separate board of governors, the majority of whose members are elected parents' representatives. Party politics are not involved. The chairman of the board at Turangi is Don Ormsby, a local police constable.

Mr Ormsby says that the original expulsion decision on the night of the graffiti writing to expel was taken at that stage because "the board was wrongly advised".

It met with protests from the parents of both boys, with Mr Cotterill, the father of Anthony Cotterill, one of the

NEW ZEALAND

Terry Power on an expulsion incident which parallels the Pondwick case

offenders, claiming that the parents should have been notified in writing, they were advised orally by acting principal Eric Wilson - and invited to the board meeting where the decision was taken. They could also initially be suspended by the principal only for a period not exceeding three days, he claimed.

Anthony Cotterill was sent to school by his father, who says he was told to leave as he reported to the police for trespass. The next school day, Anthony went again, and was left sitting outside the principal's office. The district senior inspector for the Education Department in Hamilton,

Al Murray, intervened and visited the school. Mr Ormsby said the boys in the meantime were "officially suspended for an indefinite period".

The climax of the affair was another meeting of the board of governors, lasting almost three and half hours. This time the pupils, their parents and their lawyer were present.

The decision to expel was made "after long deliberation", said Mr Ormsby. He denied they were being treated as an example of, though it is a common ground that there has been other vandalism trouble at the school. No one had previously been caught and brought before the board.

The fifth-formers are being allowed to sit at their current school certificate (equivalent of O level) examinations at the school. "We cannot stop them," said the board chairman. "It is a public examination."

Mr Cotterill considers the boys "should be reprimanded" but not expelled.

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Integrated science scrutiny welcome

Sir - I am pleased that David Fletcher has at last exposed his advocacy of integrated science to public scrutiny (TES, November 8) even if at times his letter did approach being a personal attack. It has prompted me to check some statistics on science choices made by pupils at my mixed comprehensive 11-18 school, as they entered the fourth year, first in September 1981 when separate sciences were offered and second in September 1985 when all pupils were forced to take integrated science, and the only choice was whether or not they should in addition take further science.

It is quite clear that we are now teaching far less science than previously and that the vast majority of our pupils spend only 5/40 (12 1/2 per cent) of their curriculum time on science. Instead of improving the already too low 1.34 sciences per pupil it has dropped to 1.11. Mr Fletcher's vision of hordes of pupils opting out of science at fourth form level, to be replaced by pupils spending 20 per cent of their

time on science, is seen to be a nonsense. Mr Fletcher also mentions the well-known fact that girls tend to show less aptitude for physics than boys, despite the best efforts of many of us over the years. There is little if any evidence that integrated science solves this. The girls are just as likely to dislike the physics elements of the course particularly if they are treated without the

framework of the rest of a balanced physics course to put them in context. Contrary to the impression he gives, it is precisely because my school has adopted integrated science that I am well aware of the problems. I know, for example, that the many uses and applications of physics - relevant in the home and elsewhere - are not now covered as well as by the previous CSE Mode 3 physics which was built around them and which Mr Fletcher, apparently, is not aware of.

Probably the best illustration of the paucity of the arguments of Mr Fletcher and his integrated scientists is that I have recently been instructed not to refer to my school affiliation in letters to the press - a wide-ranging, unprecedented and, when you consider it, incredible ruling. I notice no such strings hamper Mr Fletcher. Possibly I have stirred a hornet's nest by getting a little closer to the truth?

ROBIN PARKER
224 York Road
Stevenage
Hertfordshire

September 1981 (Total year group 155)					
	Number of separate sciences chosen				Mean
	0	1	2	3	
Girls	0	50	19	2	1.31
Boys	1	54	29	0	1.37

September 1985 (Total year group 157)					
	Number taking science		Number also taking further science		Mean
	157		11	6	
Girls					
Boys					1.11

Physics failure

Sir - Mr Fletcher's argument for integrated science shows clearly the failure of traditional courses to teach girls any physics. However, like all proponents of integrated science courses he fails to deal with the central issue that continues to worry teachers and science educationists: "Who is going to teach it?"

The general answer to this is a rather dismissive explanation that the course will be split along physical science/biological lines and taught by separate specialists. That this is not good enough is shown by a test of our recent graduate entry designed to explore misconceptions. The average mark was 50 per cent. If physics graduates are confused about concepts like Newton's Third Law, centrifugal/centripetal force, etc, it would be reasonable to expect chemistry graduates to have an even poorer understanding. Mr Fletcher seems to forget that teaching is an evolving art and skill and that part of

this skill is the ability to explain and enthuse about the subject matter. Teachers aware of uncertainties in their knowledge are going to find this extremely difficult as the insecurity itself sense will hamper such an approach.

How many chemistry/biology teachers could correctly tell you what a centrifugal force is, apply Newton's Third Law to explain why the cart does move when the donkey pulls on it or why it's wrong to say that an object has heat energy? Without an overall view of the subject, the teacher lacks any perspective as to which of the many concepts they are teaching are fundamental to any understanding of the subject. Few non-physicists would probably say that the concept that the flow of current is the same all the way round the circuit is the one that they emphasize in their introductory teaching of electricity. Yet without an awareness of this, pupils have very little chance of developing further understanding later.

The proponents of integrated science, including the DES in their document, Science 5-16, must face the fact that calling for balanced, integrated courses will ultimately fail to provide pupils with the kind of education they deserve until they train (and retrain) teachers how to teach the subject effectively.

JONATHAN OSBORNE
Lecturer in physics education
King's College
London

Go for it

Sir - The statistics quoted by David Fletcher concerning the proportion of girls studying physics in Hertfordshire in 1984 are deeply disturbing. However, it would be tragic if his conclusion that the study of physics as a separate subject is largely irrelevant to girls were accepted.

Physics is not irrelevant to girls; it is desperately important, both for future employment prospects and also for life-skills in an increasingly technological age. The WISE (Women Into Science and Engineering) campaign,

which started in 1984, is dedicated to getting this message across. Some schools have already reported that a significant increase in the number of girls choosing O level physics has occurred.

For some girls and some schools, integrated science will certainly help. Nevertheless, physics as a separate subject must also be available, and girls must be strongly advised to choose it.

DAPHNE JACKSON
The Women's Engineering Society
25 Foubert's Place
London W1

Single union

Sir - The need for a single union to represent classroom teachers can never have been more obvious now that national leaders of the NUT and the NAS/UTW have started openly disagreeing in the present salaries dispute.

As an NUT officer in close liaison with NAS/UTW officers to co-ordinate action, I am frustratingly restricted by national leaders' hostility to each other. In a climate of accusations and bitter recriminations the real casualty is the teachers' justifiable demand for professional pay - a demand clearly supported by most members of both associations.

Some narrow-minded die-hards in the two associations may well be licking their lips at the thought of a membership battle, but they should realize their appetite for such a counter-productive era will leave those in such unrepresentative associations as the PAT positively salivating at the possible resultant weakness of the committed, union-conscious teachers who make up the majority of teachers in schools.

That there is a massive groundswell of feeling for a united association made up from the two major unions might well be denied by those making a sizeable living from the irrationally-duplicated facilities the NUT and NAS/UTW provide. I believe that a ballot of members on a merger by both

associations would prove my point. I certainly will be encouraging Barry NUT to support a move to discuss the possibility of a united union at our next national annual conference.

Somebody else with a vested interest in opposing such a merger is the Secretary of State, Sir Keith Joseph. His willingness to change the rules of engagement in the middle of such a serious confrontation by suddenly reducing the NUT's majority position on the Burnham Committee should not go unanswered. No matter how Sir Keith tries to alter matters to suit his political needs he must not be allowed to outmanoeuvre the basic unity of the majority of classroom teachers. If the two associations combined, their membership would be 331,749, compared with 109,787 from all the other unions represented on Burnham. Even the unreasonable Secretary of State would be hard pushed to ignore such a major grouping.

A united teachers' union might at last force this and future governments to take the profession seriously. Such a "holy alliance" could be the basis for professional respect that might begin to equal the strength of such groups as the medical and legal associations in this country.

M H BUCZYNSKI
28 Trevor Street
Castleton
Rochdale

Looking ahead

Sir - The views expressed by George Turnbull (TES, October 18), under the banner "What industry wants", express neither the wants nor needs of our alluring manufacturing industry. It is just such a preoccupation with the standards of the past that has contributed to our low ebb in the wealth-creating sector of industry.

Engineering workshop theory and practice (EWTP) is a prescriptive practical subject, overlaid with content of the sort that was taught to our fathers. It emphasizes the importance of hand skills and the knowledge of the factual detail of tools and equipment. It would seem that Mr Turnbull's interpretation of the wants of industry is a tame workforce, well practised in the art of benchwork toil.

Industrialists that I meet have a broader concept of vocationally oriented activity. They stress that pupils

need genuinely transferable skills such as information seeking, planning, designing, problem solving and evaluation. Just such skills as would be developed within craft, design and technology (CDT).

As for Mr Turnbull's contention that the introduction of CNC machining into the syllabus is evidence of a course now enhanced by new technology - the introduction of CNC machines into schools has, to date, proved unconvincing either as a resource or as the focus of a new methodology.

The needs for the future of industry are lively enquiring individuals, able to work within teams, capable of solving problems, and seeking information. I see little in the subject of EWTP that would satisfy these needs.

ALAN MALARKEY
Senior Teacher - Technology
Croydon TVET Project

French connection

Sir - I presume that the French version of the national curriculum which Donald Naismith so admires and has had translated and copied for every teacher in Croydon (TES, November 8) is the one which Mary Follain described (TES, September 9). This is the document which though introduced by the Socialist Government is proving more popular with the Right.

Perhaps we should remind ourselves of some of Mary Follain's observations:

- Gone are the loosely defined activities... to stimulate motivation and gone too is the preoccupation with the development of a child's personality.
- The accent is on the transmission of knowledge.

In your Comment last week you seemed to welcome the Croydon initiative with certain reservations. You

Croydon launches new parent guide
The Croydon Education Authority has launched a new parent guide to help parents understand the school system and the curriculum. The guide is available in French and English.

we were concerned as to whether "all but the most sophisticated readers" could reconcile the curriculum objectives with a statement at the start that "how children learn is more important than what they learn".

However, when I turned to Sarah Bayliss's report I discovered that the actual wording of the Croydon guide says, "How children learn is as important as what they learn".

So is the accent of the Croydon initiative in fact, like the French one, also on the transmission of knowledge and is Mr Naismith just paying lip service to the view of many educationists that the process of learning is more important than the content?

DAVID P. FOSTER
Research Student
School of Education
Durham University

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A school apart

Nick Baker visits an all-black independent secondary that actively cultivates 'old-fashioned' values

There's more to the John Loughborough school in Tottenham than the fact that all its pupils, and the vast majority of its staff, are black. It's a completely independent, fee-paying school in an area of London with a reputation, earned through recent events, for deprivation and unrest. Secondly, it's a school that is exclusively owned, run and staffed by the Seventh Day Adventist Church, yet around half of the pupils are not members of that church.

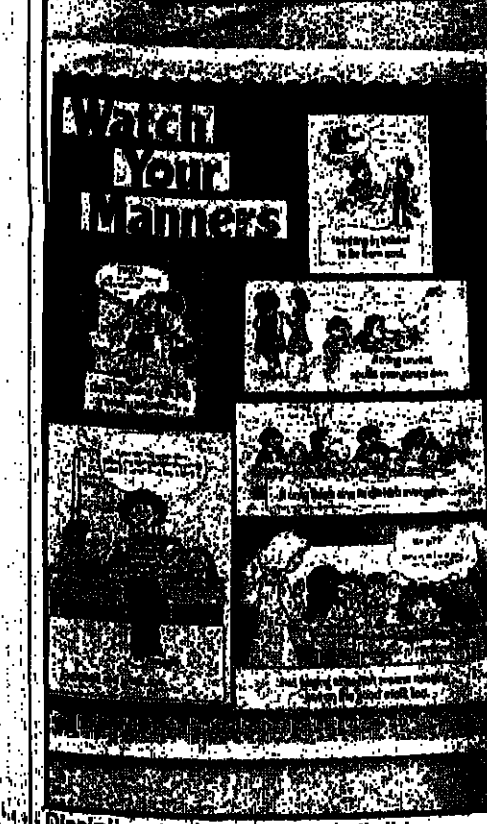
Headteacher Keith Davidson is anxious not to have the Adventist Church seen as a "way-out cult" and points to its worldwide membership of five million (about 16,000 in Britain) as proof of its stability. He's also careful to explain that it is a multiracial faith. The Caribbean connection - the reason that most British members are black - came about simply in the way the religion spread from its roots in the Northern USA in the early part of the last century. The West Indies was a fairly local stop for Adventist missionaries, and it was a missionary - the first to arrive in Britain - who gave the school its name.

However, there's little sign of Adventism, with its devotion to close Bible study, its Saturday Sabbath and its earnest belief in the imminent return of Jesus Christ, to be seen in the day-to-day running of the school, other than the mid-morning assembly and the content of some of the religious knowledge teaching. What is noticeable, in the corridors and in the classrooms, is a certain "old-fashioned" style. The school's strict adherence to school uniform, with blazer badges and sensible shoes (no trainers here), is part of it. So is a teaching style with the emphasis on chalk-and-talk, with homework regularly set and textbooks going home with pupils.

Thus, a sample morning has home economics taught to a mixed fourth-year group - well-informed question-and-answer session on the digestive system; maths - the solution, again question-and-answer style, of an O level trigonometry problem; science - a worksheet for third-years on methods of dyeing, followed by a front-bench demonstration.



Keith Davidson: "not a way-out cult"



Discipline problems are negligible

"Old-fashioned" discipline isn't overtly evident, though. In the classroom, there's no iron rule of silence, neither is there a strict "speak when spoken to" rule; the teaching style allows a relaxed two-way conversational traffic between teacher and pupils. It may be somewhat surprising, then, that the head and his (female) deputy administer corporal punishment twice or three times a week in cases of "extreme anti-social behaviour". Those staff who have taught in the state system, though, agree that in comparison, the school's discipline problems are negligible.

In fact, staff and pupils alike agree that the difference between John Loughborough and state schools has less to do with discipline and more to do with caring and, to an extent, with paying as well. "I don't think it's anything to do with colour", one 15-year-old girl says, explaining, why she prefers John Loughborough to the state secondary she left, "it's because you know your

"If I got bad grades in my old school I thought I was getting them because I was black."

parents are paying and you're being pushed to do well. You think to yourself: if they can work so hard for me, why can't I do something good for them?"

In an impromptu class discussion in a fourth-year English class, under the guidance of teacher Beverley Anderson, pupils with and without experience of the state system discussed why they preferred the school. For some, it was simply a question of being allowed to take O levels (CSEs aren't taken at John Loughborough, and last year's O level pass rate was 45 per cent of subjects taken) while for others, it was the fact that the school was small (305 pupils on roll with 28 full-time teachers) and everyone knew each other.

For most, though, it was the teacher-pupil relationship that was important. "Teachers are more concerned", one pupil said. "They find time to explain things to us." It was at this point that the conversation turned to black issues, with plenty of outspoken views and lots of disagreement. Stories of "white teachers regarding black kids as idiots holding back white and Indian kids" were countered with stories of good white teachers. "When you're with white people, you tend to act differently" met with some agreement. One fourth-year view, addressed to his teacher, encountered universal favour: "You're being black, we look at you as someone who's been through what we're going through."

One girl gave an account of how mistrust of a white teacher's motives affected her work. She said: "If I got bad grades, whether I deserved them or not, I thought I was getting them because I was black. That was my problem. Now I know

that if I get bad grades it's my fault." At lunchtime, in a near-deserted staffroom free of the usual cigarette smoke and collection of abandoned coffee mugs (Adventists don't smoke, neither do they allow themselves the stimulus of tea or coffee) Laura Alexander, an English teacher with experience in the state system, refers to her new school as "a baby". The fact that John Loughborough was founded only five years ago attracted her as much as the fact that it was all black. "You feel you can influence the way the baby grows", she says, "while in a big state school you have to be there for years before you can influence anything."

Her experience of being the only black teacher on the staff of a predominantly white comprehensive wasn't particularly happy one. If there was a problem with a black child it was Laura who was sought for help - when "black problems" arose in conversation she felt the discussion was always

"too careful, so as not to offend me".

Laura and her colleagues were adamant on one point - that part of the problem is too much focus on black children who underachieve. "It's the white kids who are failing that I feel sorry for," said one teacher. "They're the ones who are losing out at the moment."

Roger Murphy, one of the two white teachers on the staff, joined John Loughborough for entirely different reasons. He wanted to teach in a school where the common factor was religion. Teaching chemistry at John Loughborough he feels "freer to mix the Christian ethic with science teaching" than he was at his old comprehensive. Roger Murphy sees the two subjects - Christianity and chemistry - as indivisible, a fact that doesn't cause any conflict of ideas. One would have thought that there might be problems in the teaching of biology, because Adventists reject the idea of evolution in favour of a theory of spontaneous creation. Luckily, evolution isn't on their current O level syllabus.

One area in which the school's staff can't avoid mixing their profession and their religion is that of pay. They receive an average of 25 per cent less than their counterparts in the state system. Some of the difference is accounted for by the practice of titling - giving one-tenth of one's income to the church - but on top of that there is what Keith Davidson refers to as "a sacrificial element". As well as buying and maintaining the building, which used to be a Roman Catholic school, the Church subsidizes (by about 30 per cent) the fees of Adventist children, which currently run at £300 a term for the secondary school and £230 for the

smaller adjoining 9-11 junior section.

While Adventist children come from as far away as Croydon, on the opposite edge of London, others are drawn mostly from Tottenham and its environs. Many of the non-Adventist children (who have to pay the full fee) come from Christian backgrounds, though this isn't a compulsory entrance requirement. Under-takings about behaviour and effort are considered equally important.

There's no attempt to convert non-Adventist children to the faith, in the compulsory (and Adventist-based) religious knowledge lesson or anywhere else on the timetable. Once a year, though, there is a "week of spiritual emphasis" during which Adventism and its beliefs are more actively promoted.

One abiding practical problem is a lack of resources. "The physical plant of the school isn't really adequate, but we had to start somewhere" says Keith Davidson. In fact, the building, though smallish, is as well-maintained and certainly a good deal cleaner than many of its state counterparts in cities, if somewhat barer. Above all, what it lacks is adequate space for games and sport, and some games lessons have to take place in a small park nearby. As far as equipment is concerned, the school relies a great deal on the ingenuity of the staff, and some of its own in-service training sessions are devoted to a DTY approach to resources for the classroom.

It would be hard to visit any Tottenham school without asking a question about the riots. On a first visit to the school some 10 days after, there were reinforced police vans on every other corner in the area. Keith Davidson doubts whether any of his pupils were directly affected, not because of the influence of the school as much as the "protective" influence of local parents who choose to (and can afford to) send their children there.

What about the atmosphere in school on the day after the riots? Mr Davidson smiles a happy smile. "There was a special Adventist camp during that week", he says. "The school was on half-term holiday."



The emphasis is on chalk and talk



No attempts are made to convert non-Adventist pupils



During the 26 years since Fidel Castro overthrew the Batista Government Cuba has become one of the best-educated societies in Latin America. Along with Argentina, Uruguay and Costa Rica, it now boasts a literacy rate of well over 90 per cent.

Castro, who has always viewed education as a means to achieve his socio-economic goals, started a mass literacy campaign two years after the revolution. Schools were closed for nine months and all those who could read and write went out to teach illiterates (23 per cent of the population) the 3 Rs. This massive initial effort immediately broke with the traditional education system that had favoured the urban and the wealthy.

Equally impressive was the follow-up designed to bring schools and teachers to the countryside and which set up a parallel education system for illiterate adults. The first step was to provide four years of schooling for all Cubans, a goal achieved by the late 1960s. The current objective, set in 1981, is for nine years of universal education.

To accomplish its educational goals, the Cuban Government has been investing an average of 7 per cent of GNP in education each year, a percentage matched only by Jamaica and Barbados in the Western hemisphere.

At the Camillo Cienfuegos day-care centre, which caters for children from two months to five years of age, I met Amalia Rodriguez, the headmistress, who is a typical product of Cuba's adult education system. Amalia had grown up illiterate in rural Cuba and had moved to Havana as a domestic servant. In 1961, she enrolled in a special school for domestics and has since gained a university degree.

"Where else in the world," she asked with pride, "can you find a maid turned headmistress, who has two sons, one a doctor and the other a lawyer?"

According to Education Minister, Jose Fernandez: "Out of Cuba's population of 10 million, a total of 3.3 million are enrolled in primary, intermediate and higher education. . . . Virtually one out of every three persons is studying in Cuba today."

For the first nine years of schooling all Cubans are given the same educational opportunities. Thereafter, teacher and school shortages set in and 30 per cent of students must drop out of school. Of those who remain in the system, about two-thirds are channelled into technical schools, and the rest take three years of pre-university training, the stepping stone for a university education.

Ultimately, only 15 per cent of all 15-year-olds gain access to higher education at the age of 18, even though there are far more candidates: in 1981-82, for example, 178,447 youngsters graduated from the ninth grade, yet that year, only 30,000 18-year-olds entered university.

Fidel's other revolution

Even Castro's critics admit that Cuba's education system has improved out of all recognition since he came to power. Leonor Blum explains how the transformation has been brought about.

Although these figures are low, they mark a vast improvement over pre-revolutionary days when only 25,000 youngsters attended university, all of them concentrated in Havana. Today, 222,000 students are enrolled in higher education at one of the 45 campuses that have sprung up across the country. Well over half of these students are working adults.

The ninth year educational bottle-neck creates a situation that is at odds with a socio-political system that generally encourages co-operation and the communal good. There is fierce competition among students, as 12-year-olds scramble to get into the best middle schools and 15-year-olds strive to enter pre-university schools. This problem is expected to disappear, however, as more

a higher education.

Probably the most original aspect of Cuba's educational system are the work-study programmes that simultaneously reduce the cost of education and increase Cuban productivity. According to Education Minister Fernandez: "The combination of study with work constitutes one of the building principles and is the means to the school to life; theory to practice and learning to production and social services."

The most serious work-study effort begins at 13 and continues all the way through university training. Some schools take their entire student body to the countryside for 30-45 days to help with the harvest, other schools are attached to factories and students work at the factory several

school are the polytechnic institutes, the most famous of which is the Lenin School. The Lenin School cultivates its own citrus groves, and students also make television sets, sports equipment and transistor radios.

The Cuban Government strongly favours a boarding school education and has practically made it a ticket for higher education. From the Government perspective, the advantage of boarding schools is that they are economic and that they provide it with an excellent opportunity to mould the youngsters to its own values. Unfortunately, the system may eventually lead to looser family ties in a Latin society where the family has traditionally been very strong.

Despite the tight control the Government exerts over the ideological content of education, which is increasing as day schools are replaced by boarding schools, once students reach the university level they are considered loyal enough to the system to be trusted to be sent abroad. Most of the Cuban professionals I met had studied abroad for one or more years.

The purpose of such exposure is obvious. On the one hand it helps train Cuban specialists at a level higher than Cuba could afford to train them; it also permits them to gain first-hand experience with the newest technology, which they might be able to copy when they return to Cuba.

In 1981, about 7,000 Cubans were studying in the Soviet Union and there were many more in the other Eastern European countries. In addition, many Cubans have specialist training in Western European or Latin American countries. Dr Mayra Sanchez, for example, who manages Cuba's largest pharmaceutical company, has studied in the Soviet Union, Italy and Scandinavia. "Any intelligent Cuban has a chance to study abroad," she said. "Usually we are sent to several places to compare and pick the most appropriate technologies for our country."

In the case of the Empresa Farmaceutica de Marzo, the technology was imported from Italy and India, and the construction of the factory was partially funded by the United Nations Development Programme (UNDP).

The foreign study programme is not a one-way street. Cuba sends 2,000 teachers to Third World countries to help organize literacy campaigns. It also plays host to around 10,000 students from developing nations each year. Many come from friendly African countries like Ethiopia, Angola, Mozambique and Namibia; others from Nicaragua and several Latin American countries. Invariably, these students return home with new reviews of the Cuban education system and, as the Havana Government no doubt realized long ago, this does Cuba's standing in the Third World no harm whatsoever.

Leonor Blum is a freelance writer specializing in Latin American development.

Profile adjustments

Tyrrell Burgess, co-author of a new book on individual records of achievement, outlines the changes schools will have to make if pupils are given more responsibility for their own learning.

In recent years there has been unprecedented official activity designed to raise standards in schools. The Secretary of State has sought to "guide" the curriculum, undertaken to reform examinations at 16, and required the "appraisal" of teachers; some local authorities have stated more aggressively than before what it is they require of their schools. It is not yet clear that all this energy is having the desired effect.

At the same time, another movement is in progress, undistracted by the clamour of official action. This starts with the head and staffs of schools. It rests on their belief that the main resource in education is the student: only if his abilities, interests and ambitions can be harnessed will education take place at all. The key is the student's responsibility for his own curriculum, for progress upon it and for recording its outcomes.

For people who believe this, the most benign official development is the Secretary of State's policy for individual records of achievement. The obligation to create such records raises questions about the educational experience which they reflect. If records are seen simply as an addition to what is now done, they will be just another alienating demand on the students and an added burden for teachers. Properly used they can transform motivation, achievement and standards.

Elizabeth Adams and I have been studying a number of ways in which schools have sought to give educational responsibility to their students and to encourage the students to record their experience and achievement. We have now tried to draw together this experience to show what would be the consequences for school organization of enhanced student responsibility.

We take the example of the last two years of compulsory schooling. We envisage that the present arrangements for choosing "options" at the end of the third year should be expanded into a "negotiation" stage, lasting throughout the third year, in which students would discuss with the school and their parents what they meant to do in the following two years. They would be asked to reflect upon their present interest,

abilities, achievements and ambitions, to say in outline what they wanted to be and to be able to do in two years' time and to propose an educational programme which would help them to get from one to the other.

The school would need to timetable these requests ready for the next "commitment" stage at the beginning of the fourth year. As the students followed their individual programmes they would build up a file of evidence of their activity. In the light of experience they might reconsider some of their proposals in a "review" stage at the end of the fourth year. The "completion" stage would be in the second term of the fifth year (to accommodate Easter leavers). Students would then prepare the file of evidence which they wished to preserve and from it draw a summary record of achievement which would encapsulate what they had to show for their years of compulsory schooling.

The precise arrangements may differ from one school to another, but we believe that these four stages form the elements of any system of individualized and self-managed learning. To make them effective schools would find themselves adapting their organization. Fortunately, the basis for change already exists.

For example, schools would develop and enhance the tutorial function. Each student would need one particular tutor who would be expected to see him through the four stages, and it would clearly be helpful if this tutor had been known for some time. It would also be important to ensure that no tutor had an unfair pressure of work. This suggests tutor groups across the whole compulsory age range. If each tutor had responsibility for 20 students (which is compatible with current staffing ratios in secondary schools) he

would have four students at the negotiation stage, which would be entirely manageable.

Tutor periods would be devoted to two main activities: supervised private study and individual discussions between tutor and student. In these circumstances it should be possible for tutors to oversee the educational work and progress of all their students on a regular basis. This function is an educational one: it does not separate off a "pastoral" concern. To be effective, the time available for tutor groups would be greatly expanded: it would not be unreasonable to set aside afternoons for it.

We recognize that tutoring on this scale would be a new experience for most teachers, and we propose that groups of 10 tutors should form tutors' circles for mutual support and for discussing tutorial problems. We believe that such circles could form the basis of the best kind of in-service training. The circles would not be part of an academic hierarchy: all tutors, whatever their formal status, would be equal in the circles. The circles would not be places for statements of school policy or for issuing instructions.

One organizational function of the circles would be to collate the requested programmes of students at the end of the negotiation stage, for transmission to the head and thence to the academic and other departments of the normal school organization.

None of these notions is entirely new. Many schools have schemes of personal tutors or have developed working teams of teachers which are not subject-based.

The organization of subject teaching, in the light of the students' proposals, would be a matter for existing academic and other departments. It would be for them to decide how they were to

respond. If the afternoons were given to tutor groups, the mornings could be devoted to teaching. Whatever arrangements individual departments made, it would almost certainly lead to the end of the most objectionable feature of secondary school organization: the 40-minute periods of instruction, punctuated by bells, destroying individual concentration and involving frequent large-scale migration.

Teachers would quickly come to question the practice of preparing for public examinations through three or four separate periods a week spread over two years. They might take a hint from music teachers and driving instructors, who regard most learning as taking place, not in the lessons but in the practices in between: time for such practice is lacking in the present school organization, which largely excludes private study (apart from homework).

These, in brief, might be some of the organizational consequences of new responsibilities for students. In our view, schools working in this way would see the assurance of external recognition. Staff, students and parents would value an assurance that their judgement that the chosen programmes were worthwhile was valid. When the record of achievement was made, they and potential employers would have to be assured that it was reliable and credible. Again there are models in education for securing this, and we have proposed that each school should establish a validating board for the former purpose and that each local authority should establish an accrediting board for the second. The work of the local accrediting boards would itself be subject to an Accrediting Council for Education.

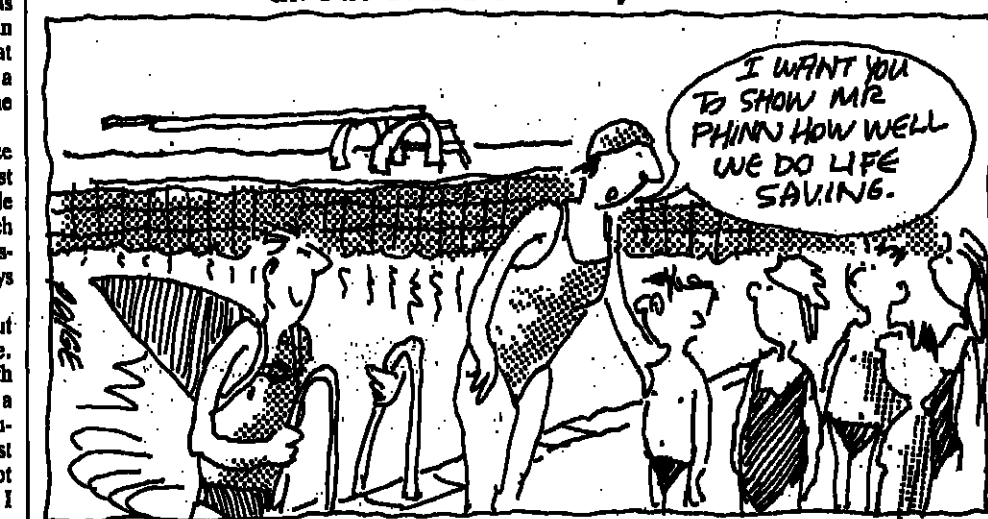
A pilot scheme to test these external arrangements in a number of schools and local authorities is currently being funded by the Gulbenkian Foundation.

**Records of Achievement at Sixteen, Tyrrell Burgess and Elizabeth Adams, NFER-Nelson, £8.95. Published November 21.*

Tyrrell Burgess is reader in the philosophy of social institutions at the North East London Polytechnic.

Call me Gerv if you like . . .

Gervase Phinn muses on the drawbacks and occasional delights of having an out-of-the-ordinary name.



Gervase Phinn and Mr Chim. My two favourites are: Dr Phinn, the Multicultural Adviser and Sharpnose Finn, Drama Inspector.

Last week a letter arrived at the Education Office addressed to Ms Gervase Phinn, Adviser for Language and Peace Studies. It had I R A emblazoned on the front in red. The secretary eyed me very suspiciously and remarked: "I think this must be for you". I opened a circular from the International Reading Association.

Quite a lot of people assume Gervase is a woman's name. Last year I contributed to a DES course and was having dinner with the course director prior to my talk. I overheard the conversation on the next table:

"Who is it speaking tonight?"
"Somebody called Gervase Phinn."
"Oh, my head of department heard her talk last year. She's quite interesting."

I was once in a staff room where the Head of English was complaining of my "strange" name.

"Is it Welsh?" he asked. Before I could reply a voice came from behind me. It was a French assistant, herself the possessor of the distinctive name of Michelle Polson.

"Gervase," she said, "is a common name in France. Everybody's heard of Gervase. It's an 'ouishold name.' She paused. "Eet ees the name of a French yoghurt."

There was a period in my life when I changed my name. It was when I took a temporary job at a Mother's Pride bread factory before going to college. The foreman, a small muscular man called Chick, took me and three other students on a tour of the factory.

"What's thy name?" he asked the first.

"Tony."

"Right Tony, you work over there." He turned to the second.

"What's thy name?"

"Bob."

"OK Bob, you're over on the ovens." He faced the third student.

"What's thy name?"

"Cecil," repeated Chick. "The' called Cecil? Bloody hell. O lads," he called down the factory, "this bloke's called Cecil!"

This was followed by wild guffaws and with Chick miming along with his hand on his hip. Then he turned to me. "What's thy name?"

"Dick," I replied.

When I became an adviser a couple of years ago I received a letter from a headteacher asking me to visit him. The letter was addressed to a Mr Phiss. I visited the school and knocked on the frosted-glass window of the school office. A frosted-faced secretary slid back the partition. "Yes."

I presented her with the letter.

"I'm from the Education Office," I said. "To see the headteacher." She scrutinized the envelope. Without batting an eyelid she said: "One moment, Mr Phiss."

I followed her down the corridor.

"An unusual name Phiss," she remarked.

I couldn't resist. "Actually," I replied, "it's a French Huguenot name you know. My ancestors were weavers."

"Really?"

"Yes, and Phiss has a silent sitch."

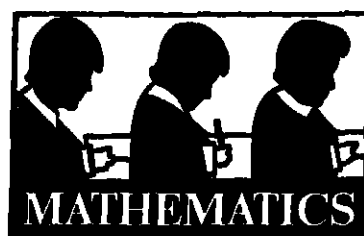
We reached the head's room. She opened the door and with an expressionless face announced: "Mr Phiss to see you headmaster."

One headteacher I know had little time for advisers. "They're like back-seat drivers," he'd remark. "Full of good advice about how to service the engine and in which direction to go but never in the driving seat themselves."

Another favourite analogy of his was that advisers were like cross-eyed javelin throwers: for most of the time they were way off the mark but just occasionally, and by sheer accident, they would hit the target. I had to smile when I heard this one and reflect that perhaps I was in the right job. Gervase, you see, is an old English name meaning spear-carrier.

Gervase Phinn is a general adviser on Language Development for Rotherham.

Start crashing



media, and many recognize that no matter how genuinely resourceful their pupils' approach to mathematics might be, for the most part this will count for little on the day of judgment. The ability to apply well-rehearsed algorithms in stereotypical problem contexts will be largely what really counts. Hence the heads-down grind of "drill-and-practice". And hence these books.

Both of these sets of texts unwittingly conspire to convey the sad truth about mathematics education in this country today. Here we see vividly the vast area of content, with "modern" topics still tacked on as an afterthought (an approach diametrically opposite to that of the initiators of, say, the original SMP project). Here we see the endless proliferation of techniques devoid of any unifying principles (four different "methods" for "simultaneous" equations), the endless introduction of unnecessary technical terms (rig "ratios", versus both "functions" and "mappings"), the endless, seemingly arbitrary, rules and definitions. And all this three years after Cockcroft and three years before the GCSE!

It's possible to go some way to making sense of this situation. Mathematics continues to be seen as a high status subject and certification in it is increasingly a *sine qua non* for many careers and almost all higher education. Teachers naturally want to maximize their pupils' life chances.

Under increasing pressure, teachers have less and less opportunity to adopt a reflective, critical stance towards their work. But, of the various interest groups involved, surely the publishers ought to take a more responsible approach and try to ensure that they too are contributing to curriculum development by encouraging authors to produce texts which take some account of current thinking in mathematics education.

Mark Bindley is head of mathematics in New John Mansfield School, Peterborough. His *Basic Mathematics* is aimed at "candidates for CSE and 16-plus examinations". Although my heart sank when I first saw it (why does anybody need to know a lot of this stuff, except for the purposes of certification?) it is an honest and thorough attempt to provide a set of "crashing" exercises. In its 200 pages all the (vast) content of the CSE syllabus is covered via very brief expositions (accurate and helpful) which are followed by worked examples and an abundance of exercises which should keep any

reasonably well motivated fifth year group quiet for the whole year. So if you're looking for 40 nicely graded quadratic factorizations, there's Ex 13.15, or 30 "find-the-hypotenuse" Pythagoras problems there's Ex 16.3 etc etc. And if you're into recording the results of athletics meetings with 4x3 (team x position) matrices, you'll have a field-day with chapter 18. The text is well printed and laid out, and the diagrams very good with constructive use of shading. A useful answer book is available. For teachers of the "necessary-evil" school of thought it thus represents a good buy. But what would centurion Roy Kinnear make of Mr Bindley's pre-microchip Peterborough classroom: "Blimey, not using calculators yet!" An unanticipated Peterborough Effect?

Getting on with Maths Books 1 and 2 by Derek Farmer (who teaches in Rotherham) seems to be aimed more at the "protracted crash" approach, although the author's preface is unhelpful in indicating how he envisages their use (as well as ungrammatical in the first sentence). However, I think that there is about two years' work here, if approached *ab initio*. Like Mr Bindley's book, these texts include plenty of worked examples and exercises which cover all the content of the present CSE syllabus, and Mr Farmer's expositions are again basic summaries of the content. Unlike the earlier text, however, these are sometimes unclear, misleading, inaccurate

or plain unhelpful. To add insult to injury they are surrounded by an annoying manic-looking cat-like cartoon figure who appears throughout the text, but in just five different poses. (This might represent a last ditch attempt on the publisher's part to relieve the unmitigated boredom which might be induced by some of the exercises, or some puny emulation of the excellent complementary art work of David Perkins in the new SMP 11-16 series.)

As an example of unhelpful ambiguity we have on page 42 of Book 2, "When each member of one set can be matched with exactly one member of a second set, then this relationship can be called a mapping". So all "mappings" are constant functions? Equally unhelpful are the treatments of "simultaneous equations" (page 38 of Book 2), bearings (page 116 of Book 1), tangent "ratio" (5 is this not a function? - page 111 of Book 1). Add to this all the razzmatazz of SOHCAHTOA, logarithmic calculation (the whole works here, "bar logs", the lot) and I begin to feel that even the most dedicated "protracted crashers" might be unhappy. And finally, when you realize that the "Peterborough Effect" is also the "Rotherham Effect" you really begin to wonder who might profitably use these texts. Our pupils deserve protection from texts like this: come on Longman, get out your Cockroaches and GCSE criteria (at least) and try again.

Neel Bibby

The author is lecturer in mathematics education in the Centre for Educational Studies, King's College London (KQC).

Hallmark of quality

Before Calculus. By I. Leithold. Harper & Row £32.50. 0 06 043928 9. *Elementary Differential Equations with Applications*. By C H Edwards and D E Penney. Prentice-Hall £40.55. 0 13 254129 7.

Once again, one can but admire and envy when books of this nature cross the Atlantic. Admiration there must be for the standard of the authors' writing and of the publisher's production. Beautifully-bound and printed, with the clearest of type and illustrations, the books are a pleasure to handle and look at. Then, at one reads the expositions, whether of the initial stages of basic algebra, or of the quite advanced applications of calculus, it becomes obvious that these compilations carry the hallmark of outstandingly good teaching.

Before Calculus bears a subtitle of functions, graphs and analytic geometry, but these themes are interpreted liberally. The intention is to provide an "extensive treatment of the topics from algebra, trigonometry and analytical geometry necessary for a solid foundation for the study of calculus". Inevitably, "elementary computations with a hand-held calculator" are prominent, with many examples stressing both theoretical and computational aspects.

From the initial section, on the set of real numbers, to the last on De Moivre's theorem, the student is led to a knowledge and (equally important)

an understanding of the subject. It is all very elegantly done, and the same can be said about *Elementary Differential Equations with Applications*. Designed as much for engineering or science students as for mathematicians, there is a "consistent use of appealing applications for both motivation and illustration of the standard elementary techniques of solution" of the equations.

The authors write that "a glance at our chapter titles will reveal no major surprises, though in the fine structure we have attempted to add a bit of zing here and there". The text is indeed lively, and the many exercises are stimulating. The chapter on numerical methods expects the use of a computer program, with worked examples written in a straightforward version of Basic. The whole can be unreservedly recommended.

There remains just the deadly sin, if such it be, of envy. The prices of these books may be conditioned by the rate of exchange, or it may be that a different set of values pertains in the United States. But how many schools in Britain can supply their pupils with the first of these books, and how many undergraduates could have access to, let alone purchase, the second? The pity is that imports of quality and value are not available to them although they can be imported daily, not least in television programmes, with metropolitan American material the loss of which would be no deprivation.

F W Kellaway

'Real-life' algebra

College Algebra. By M M Zuckerman. Wiley £28.40. 0 471 09619 9.

The merits of this text, by a teacher at the City College of the City University of New York, are considerable. Nevertheless, an instinctive reaction to its price must be "oh dear", which may be interpreted in two ways. Subtitled "A beautiful lucid, significantly presented, exposition of the algebra that represents only a little more than might be found in a course for the middle forms of a British secondary school."

Over 500 large pages, with printing in two colours, contain 10 chapters, each with detailed explanations of the various stages of development of the mathematics, illustrative examples and (literally) hundreds of exercises. There is a strong practical "real-life" flavour to the problems, while answers and index are prize-worthy.

Rosemary Stones

Peter Moody

built up to yet another triumph of evil over courage and good intentions. But Cormier's psychological domination number has begun to crack. The tough-guy-mean-streets vulgarities ("the pronounced Obies name as it it was something to be flushed down a toilet"), the clichés ("you can get beat up and still not lose") are not convincing in a story in which a girl is sexually assaulted and almost raped and a boy is driven to suicide.

Central character Archie Costello, the school, media, leader ("Archie smiled, a smile as cold as frost on a winter window") begins to appear as a weak, passive, As one of his acolytes is moved to wonder: "Didn't Archie ever do homework?"

not only badly beaten up but morally defeated too ("They tell you to do your thing but they don't mean it... don't disturb the universe").

The *Chocolate War* was not much of a puff for the ambience in all boys schools going one step further even than William Golding in *Lord of the Flies* by having the staff take an active part in the manipulation, brutality and scapegoating. In this new book at least more students try to fight back - David Caron, for example, plans to "kill headmaster Brother Leon who has deliberately mislabeled his work" ("... even teachers were corrupt... until that moment his ambition had been to be a teacher someday").

Cormier presents his nihilistic school story with his usual assured touch of theatre. An intricate pattern of relationships and events is skilfully

Basic Mathematics and Basic Mathematics: Answers. By Mark Bindley. Ward Lock Educational £3.95 and £2.95. 0 7062 42769 and 07062 4284X. **Getting on with Maths Books 1 and 2 and Getting on with Maths Answers Books 1 and 2.** By Derek Farmer. Longman £2.95 per volume. Introductory pack £9.95. 0 582 22399 7.

For many teachers of secondary mathematics the 16-plus examination (currently GCE/CSE) looms ominously over the whole course. They know that no matter how much care they are prepared to take over the development of their pupils' relational understanding of the subject, ultimately the forms of examination employed are ill-suited to anything other than assessing instrumental understanding. Perhaps the new forms of assessment currently being developed for the GCSE will make some impact on this problem, but for the moment the dilemma remains: at what point in the course do you face up squarely to the imminent examination, and start "crashing" through past papers and revision texts? Teachers resolve this dilemma in different ways. In some schools the whole course is a kind of protracted crash, where pupils are constantly reminded that "in the exam you'll be expected to..." or that "this is very important for the exam". At the other extreme is the "exam-as-necessary-evil" approach where both pupils and teachers get on with real mathematizing for as long as possible (often at the expense of content coverage) and agree to "crash for the exam" from about the Christmas of the fifth year. In between these two most teachers find their own via

Number theories

Spotlight on Numeracy. By H Ogden and R Woodward. Pitman £5.95. 0 273 02016 1. **Confidence Mathematics.** By F E Penketh. Macmillan £5.95. 0 333 36404 X.

"Numeracy" is a word which means different things to different people. To some it is the ability to manipulate the four rules of number, decimals, fractions and percentages; to others it is the ability to function effectively in everyday life with a reasonable degree of mathematical competence. Michael Girling, HMI, defined basic numeracy as "the ability to use a four-function calculator sensibly". (*Maths Teaching* 81, 1977).

Recent developments in pre-vocational courses such as City and Guilds 365, RSA, BEC and most recently CPVE and TVEI all include "numeracy" as a core component, but what is on offer, and the way it is taught, suffers from the public failure to agree on what is really needed - either by a numerate citizen, or even in specific occupations.

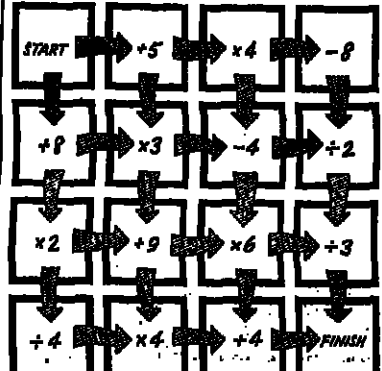
Spotlight on Numeracy is designed not only to provide the numeracy core material for such pre-vocational courses, but also aims to help the integration between core and vocational studies by providing a large selection of job-related exercises. These are arranged systematically in five groups covering Business and Commerce; Engineering and Construction; General Manufacturing, Community Services, Food and Clothing Services. This is a laudable aim, and indeed many teachers may seize on the book as the answer to their prayers, but some words of caution are

needed. First, the authors have chosen the traditional layout of "this is how you do the maths, practise thoroughly and then we'll find some applications". Increased motivation might result from using chapters backwards. And the chosen format has led to considerable straining for examples in some topics. Who for example in the catering trade is *actually* concerned with angles of slices of cake, or writing an equation for the volume of a roasting tin?

But more seriously, one must question the didactic approach to the maths skills themselves, and in particular the relegation of the calculator to the very last chapter. Surely these are the very students Girling was writing about eight years ago, for whom the calculator, used sensibly, can be a source of confidence, success and improved understanding of basic skills. What place has pencil-and-paper long division? Who really uses operations on fractions? This book (and many of the courses for which it is written) perpetuates the myth that the mastery of traditional written methods is a useful goal, and diverts teachers from creative. (In the words of HMI in *Maths 5-16*, 1985) "school policy which encourages pupils of all ages and abilities to use calculators in appropriate situations and provides clear guidance on the procedures needed to obtain maximum benefit from their use".

Confidence Mathematics has a less clearly-defined purpose in terms of established courses, but it is aimed at young adults and mature students who have had little success in the past, setting out to re-explain basic principles and restore confidence.

This book also suffers from the



"Find a route from START to FINISH that totals 100 exactly." From a 24-page booklet of puzzles, investigations and problems to solve with a calculator. Calculating is available from SMILE Centre, Middle Row School, Kensal Road, London W10 5DB. £3.40 for pack of 5 copies.

drawback of presenting the same old rules, in much the same old way. And because the text is intended to replace the teacher, it is an incredibly wordy version of it as well.

It seems unfortunate that Mr Penketh too, could not have embraced Michael Girling's definition of numeracy from the start of his book. Students are expected to struggle through half the book before calculations are introduced, during which time all their old problems with "borrowing", long division, "turn it upside down and multiply" etc have been re-run with explanations that vary from helpful to inaccurate or downright misleading.

It is very difficult to see how this book could be used successfully by a student without considerable help, while rather negates its purpose. It is particularly unfortunate that it is riddled with misprints.

CHILDREN'S LITERATURE

Beyond the Chocolate War. By Robert Cormier. Gollancz £7.95. 0 575 03711 3.

Ten years after Cormier's well-received *The Chocolate War*, he returns in this new novel to Trinity Catholic boys' school, Monument, USA. Events are picked up a few months after the first novel ended, when Gerry Renault, the only boy who had dared challenge school corruption, has been

Innocence, experience, and computers

by Tom Deveson

Intelligent Schoolhouse: Readings on Computers and Learning. Edited by Dale Peterson. Prentice-Hall International £13.45. 8359 3107 2.

Children, Computers and the Curriculum. By J J Wellington. Harper & Row £6.95. 0 06 318308 0. **Microcomputers in Education.** By John Self. Harvester Press £15.95. 0 7108 0936 0. **Silicon Shock: The Menace of the Computer Invasion.** By Geoff Simons. Basil Blackwell £9.50. 0 631 13835 8.

Writers of the ever-growing pile of books on educational computing sometimes seems to be forming into two camps. Some herald the new electronic era with wide-eyed optimism. Others have seen the future happening and aren't sure if it works. Both can seem to have right on their side. They sing the songs of innocence and of experience.

The books here demonstrate the virtues and defects of each. Dale Peterson's book of 41 essays brings together a choir of American voices rich in many of the blessings of innocence: openness to change, belief in children as happy learners, freedom from fear. The drawbacks are also characteristic: too many of the pieces here are gratuitously anecdotal or adopt the proselytizing tone of one essay which starts, "I'm a fanatic. Yet I wasn't born into the faith". There is a

breezy confidence about the intrinsic educational value of simulation programs and of the mere fact that children can be hooked by on-screen enticements.

But the book has several useful pieces. Seymour Papert warns against technocratic diktat, Herbert Kohl emphasizes the learning of choice, alertness and control, Alfred Bork shows how physics can be explored by modelling alternative universes on the computer. There are some straightforward accounts of using computers in special education. In general the pieces radiate an optimism, funded by generous resources, that English teachers ruled by Sir Keith Joseph may not share; the school lab of 16 computers in California will seem something of a daydream to parents and teachers running sponsored marathons and organizing jumble sales to buy one disc drive.

J J Wellington takes a more empirical English view. He aims to provide a general introduction to the possible uses of computers in school and to ask questions about their possible effects. In this he succeeds admirably. The book's virtue is to be undogmatic, with "talking points" to open up the main ideas discussed and excellent recent bibliographies for each chapter. Wellington clearly argues for a critical assessment of software that takes into account teachers' and parents' values as well as those of computer experts. While giving due credit to Papert's generosity of spirit and intellectual

flair, he's not entirely convinced by his vision of child programmers taking control of their own learning. He's not sure that the problem-solving skills Papert sees LOGO developing are transferable to other kinds of problem, nor that Papert's "powerful ideas" would be found the most educationally vital by all who aren't MIT researchers. The middle sections of the book are handed over to subject specialists, who give interesting surveys of what's currently available, with the emphasis always on teachers' own sense of what might be worth doing.

Possible future developments - videodisks, interactive video - are treated in the final and most interesting part of the book where Wellington uses Illick's notion of "appropriate technology" to illuminate the ways information technology will shape our schools and ideas of learning. His judgements that an information society will need flexible skills as well as expertise in subjects, that education itself should help to influence the direction of technology, aren't radically new but honestly and readably argued. "Skills without content are empty. Facts without concepts are blind," he concludes, in an echo of Kant; the implications for the curriculum are far-reaching.

John Self looks at educational software as it is and might be and shows more scepticism. He begins with a devastating account of the inconsistencies and unexamined anti-educational

biases of one widely-praised program (CLIMATE) and broadens this critique to suggest that much "courseware" on the market is marred by glib enthusiasm, lack of professional programming advice and a bias against research by the teachers who largely produce it. After a rather dry theoretical diversion the book then becomes a sober, elegant and largely convincing polemic. It should give pause to any artless enthusiast for the sight of "thousands of little boys and girls raising their innocent hands" to thousands of keyboards for thousands of hours. He expounds the benefits of PROLOG but points to the danger of a model of knowledge which needs to be expressible in explicit statements. Similarly with LOGO; he doubts whether programming by children takes place on the scale sometimes claimed and is unconvinced that LOGO really cedes control to children. He makes a subtle case for looking carefully at the built-in assumptions of simulation programs; LITTER, a program made available to all primary schools, claims to illuminate political decision-making but is really an arbitrary and meaningless game.

Other applications can have children "increasingly fantasizing within charlatan microworlds". His remedies are for teacher-programmers to be more ready to learn from software designers, for more monitoring of what makes software effective within schools, and for a willingness by all

concerned to forgo short-term aims when these become merely a lazy philosophy of "let a thousand weeds bloom". Self hopes his book will be rendered obsolete by events. But when he sees unadventurous publishers seduced by the rich home-based market and ignorant politicians subsidizing micro manufacturers under the pretence of furthering the application of computers to education, he isn't convinced that it will be.

Geoff Simons doesn't really touch on the educational uses of computers; instead he anatomizes their every other use. He sees them stealing jobs, dehumanizing work-patterns, doubling as sex-aids, enslaving occasional "hackers", becoming ever more opaque to human understanding, increasing the power of the powerful and finally overseeing the destruction of the world. He ends with a Welshian nightmare of omnipotent machines emerging as new life-forms and subjugating whatever people may survive. This is a well-referenced and amusing diatribe. Its unremitting pessimism may not convince teachers who have seen children taking computers cheerfully to their hearts but its warning against rationalistic hubris is clear enough. Dale Peterson tempers his enthusiastic introduction with the caution, "Computers will mirror our desires". Even the innocent learn by experience that when you look with Blake for the tree with the dismal shade of mystery, "there grows one in the human brain".

Classics compass



The Roman goddess Juno with her husband, Jove. From *The Illustrated Who's Who in Mythology*, an A to Z of over 1,200 figures from the world's myths by Michael Sander (Orbis £10.00).

Omnibus. Published by The Joint Association of Classics Teachers. Order forms available from JACT, 31-34 Gordon Square, London W1H 0PY. Price from £1 depending on the number of copies ordered.

When JACT was founded in 1962, it must have seemed obvious to many people that Classics teaching in schools was on its last legs. The fact that the pessimism of these Jobs has been confounded, and Classics (although admittedly sometimes in previously unknown forms) not only survives but even prospers, bears witness to the success Classics teachers, thus united, have had in (to paraphrase JACT's *Aims and Objectives*) "strengthening their own position and sustaining the claims of their subject more effectively".

Omnibus is JACT's organ. It has been published twice a year, in March and November, since 1981, so that the current issue is the tenth. One might have been pardoned for thinking that its various (very distinguished) editors could not maintain the sky-high standard set by the first couple of issues,

but in fact the tenth is at least as good as its forerunners.

JACT is dedicated to "reinterpreting" Classics (in terms appropriate to the present day) (not an aim shared by absolutely all Classics teachers, at least in the concrete form in which it is intended), but *Omnibus* is not unduly biased towards boys and girls studying the subject in its various non-traditional forms. In fact the editors have had an astonishing degree of success in persuading the most eminent of scholars to express a fresh view on a topic so central that it must be of interest as much to those facing Oxford entrance exams as to others boning up for A level Classical Civilization, and to do so in a brief compass and in clear, concise English, without the complex apparatus of references which professionals love but which appals the amateur. What could be better calculated to cleanse one's mind of the parrot-learning of "palsied beaks" than, for

example, Robert Parker on *Homer's War Poets*.

This is not all there is to *Omnibus*, of course. The learned but heterodox Therites (his true identity a closely guarded secret) can be very funny, although one fears that he may have used up his best material in earlier issues. It is good the get "hot archaeological news" long before the archaeological "own unreadable bulky reports even begin to be published, and to be led gently by the hand through the maze of a new papyrus or inscription by a scholar of the stature of a Peter Parsons.

It is the children themselves who count, though. They should all be buying their own copies, and all submitting - parodies as excellent as D Ace's: "I wrote a poem more lasting than the East Lane Road / higher up than the cleaners can reach..."

Keith McCulloch

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METHUEN

lingo

Presently back

Bridget Loney (*Lingo*, October 25) expresses surprise at finding in circulation two meanings of "presently": viz the familiar "shortly" or "by and by" (as, "Do go on in; I'll join you presently") and the less familiar "now" or "at this moment". Very properly, she is disconcerted by the confusion this may cause: if I offer to do something for you presently, how soon do you expect to see a result?

It is not, of course, uncommon to have two meanings - even opposed ones - chasing a single word. "Sanction" is a case in point, with its associated notions both of authorizing and of banning; "let" has a similar set of possibilities, though its use as "let or hindrance" is now largely, if not entirely,

restricted to tennis courts and passports. What is different about these words is that context will almost invariably offer an accurate guide to the meaning intended.

More worrying, and more damaging, is what happens when two words homin on in one meaning. No doubt we could all cite instances of hearing that rules have been flaunted. (What, then, will become of "flout"? And when, through ignorance, carelessness or affectation, a speaker uses "disinterested" when he appears to mean "bored" or "indifferent", we not only wonder what he does mean; but also regret the imminent loss of a useful distinction ("uninterested" vs "disinterested"). And it is the distinctions that matter, not the words considered that matter, which can change as much as they like, and will. We have learned to accept that the relation between signifier and signified is arbitrary, but is it too much to expect at least that it be consistent?

The "presently" problem is not a new one, and has surfaced before with its synonym "anon". All 85 of the instances of "anon" in Shakespeare carry the meaning "in appointment", as in

poor, harassed Francis's "Anon, anon, sir" in *Henry IV* or Caliban's "Thou dost me yet but little harm; thou wilt anon". Now say, for argument's sake (and argument there is plenty), that *Tempest* dates from 1611, as does the Authorized Version, where we find in Matthew: "the same is he that hearth the word, and anon with joy receiveth it."

Not only is there not a new problem here, there is not a new meaning ("presently" = "now") either. Shakespeare's "Go presently and take this ring" clearly means "and jump to it". What has happened, in fact, is that an old meaning has returned. (The same may be happening, at least in America, with "momentarily".)

What fun we might have if other words resumed long-out-of-meanings if "horrid" again meant "shaggy", if "buxom" were "yielding to pressure", and "effete" were heard in maternity wards as "worn out by" having given birth.

And with that speculative mixture of present and future, I'll be leaving you now.

John McDermott

ARTS

A couple of years ago, the British film "renaissance" seemed to be in full flight from reality: plenty of beautiful films, lavishly produced and well-written, where the characters would only slip out of their costumes when they wanted to hop into bed with each other. There was something faintly disturbing about this nostalgia for the Twenties, Thirties and Forties, all those new pence of 1983 expended on conjuring up radiant visions of the past.

Two years later, in British Film Year, the news is good. Not that Eighties Britain, for most filmmakers, is much to sing about, but at least they can bear to look at it. At a rough count, there are 24 new British features among the 160 films in the 29th London Film Festival, and a good proportion of them are set in the unromantic country we live in now. *Honest, Decent and True*, *My Beautiful Laundrette*, *Defence of the Realm*, *Past Carling*... I haven't been able to preview them all, but there will be a chance over the next few weeks to judge how the cinema looks at contemporary British life.

A film you might miss among all these much-publicized examples of the new British cinema is *Christmas Present*. Made with Channel 4 money, it will flicker across the television screens in December and is being shown at NFTI on November 30 at the bargain price of £1.70. This is because it forms part of the Capital Radio Junior Film Festival. Last year this was called the Children's Film Festival, next year, no doubt, we will be offered the Family Festival, then Films-for-all-ages, and so on: anything to escape the stigma of "children's films". The best answer to that is to look at what is on offer this year under that audience-repelling head: *Terry on the Fence* (NFTI, Nov 24), an adventure story from the Children's Film Foundation directed by Frank Godwin (who made last year's *Breakout*), a Danish animated film, *Samson and Sally* (ICA, Nov 16 and 17), *Sesame Street* (NFTI, Nov 16), the Irish film *The End of the World* (ICA, Nov 23 and 24), and the ghost story *Out of the Darkness* (NFTI, Dec 1). Comedy, adventure, fantasy: these may be kids' movies, but they cover a broad range.

And *Christmas Present*: Tony Bick's film is the story of a lost letter. Under the terms of the founder's will, the investment manager of a private bank in the City has to deliver a Christmas turkey to a poor family in Camden. If he fails to get the present in time to the right family, he loses his job, so when Young Scrooge Nigel Playfair (Peter Chelmon) mislays the address, he sets out on a frantic search, harbouring less than charitable feelings towards the founder and the recipients of his bequest.



As we are

Robin Buss on the London Film Festival

The result is a marvellous film which can be enjoyed on many levels. The missing letter is picked up by Viv (Dany Wood), who shares a council flat with his pregnant mother and inhabits a side of modern Britain that Nigel prefers to ignore. The satire on Victorian values is pointed by the references to *A Christmas Carol* (Viv's ghostly friend Sucky is a modern Tiny Tim) and there is subtle use of the juxtaposition of gaudy advertising and inner city deprivation. *Christmas Story* is a cunning mixture of realism and fantasy, contemporary satire and ironic references to its Dickensian literary source. Forget the "Junior" label: this is quite simply an excellent British film, enjoyable and with something to say about the way we live now.

But the LFF is not just - or even mainly - about British films. Under its director, Derek Malcolm, the festival has moved out of the NFTI into nine different London cinemas and from November 18 a selection of the films will start to tour 13 cities in England,

Scotland and Wales. They include some of the big names: Cimino's controversial *Year of the Dragon*, Hector Babenco's *Kiss of the Spider Woman* and David Hare's *Plenty*, as well as the Chinese *Yellow Earth*, Godard's *Detective*, Alain Tanner's *Mr. Man's Land* and the Franco-British co-production *Letters to an Unknown Lover* (see *Leaves*). This last, directed by Peter Duffell, was made in French and English versions and is an attempt, not entirely successful, to capture the atmosphere of the classic French film noir, with a sinister plot of sinister motives played by Cherie Lunghi and Mathilda May involved in a plot which eventually tips up over its web of deceptions and coincidences. A far better French thriller is Jacques Derray's *On ne meurt que deux fois* / *He Died with His Eyes Open* (Lumiere Cinema, Nov 16), adapted from a *serie noire* novel by Robin Cook and starring a middle-aged police inspector, played by Michel Serrault, who trained at the same academy as the ones in *Subway*

and *Cop au Vin*: he drinks on duty, ignores his superiors, sleeps with his chief suspect and models his conversational style on Philip Marlowe. A cop through and through, perhaps, but no Maltre.

In fact, there is a very strong French contingent this year, including Chris Marker's documentary *A. K.* (NFTI, Nov 17) on the making of Akira Kurosawa's *Ran* which opened the LFF on Nov 14; new films from Godard and Agnès Varda (*Vagabonde*, NFTI, Nov 29); a three-hour epic, *Fort Saganne* (Odeon, Leicester Square, Nov 17) with Gérard Depardieu as a colonial officer carting around the Sahara before the First World War; the animated feature *Gwen* (NFTI, Nov 23); and others, including a Franco-Egyptian co-production, *Adieu Bonaparte* (Queen Elizabeth Hall, Nov 23), directed by Youssef Chahine. Most of these will be hard to get into: as always the top European and American films are booked up early. What remains, despite this popular vote, is the cream - the films you are unlikely to see outside the LFF, the Asian, Latin American and East European films (practically nothing this year from Africa, unfortunately), the American surprises like the documentaries *What Sex Am I?* (NFTI, Nov 23) and *America and Lewis Hine* (ICA, Nov 18 and 19), the biography of a militant photographer who produced extraordinary portraits showing immigrants on Ellis Island in the early years of the century, investigations of child labour and a spectacular record of the building of the Empire State Building.

Any selection from 160 films has to be arbitrary, but it has to be worth going to the Everyman, Hampstead on November 26 to see Mehdi Charef's *Tesla in Archimedes' Harem* and, earlier on the same way, the Hungarian film *The Package Tour*: this is an honest documentary, movingly recounting the visit of a group of concentration camp survivors to Auschwitz and Belsen and framed by the reflections of one woman who was too ill to join the tour, and describes her experiences in the camps and her feelings about them, 40 years later. Notable among the films already shown are *Edward Yang's Taipei Story* and *Anna Karenina's Bombay Our City*; but you may still catch the less widely-publicized Georgian comedy *Blue Mountains* (NFTI, Nov 23), an anti-bureaucratic farce which will find sympathizers among anyone who has ever attended a play; and a Soviet film, *Wagtail's*, a film and party-goer in the dialogue which rings true but leads nowhere. *Up for None*, by Mick Mahoney, leads to a black cop's murder by an NF-minded fly-pitcher's mate fighting over a tart with a cocaine pusher. Life among the villains of Oxford Street affords excuses for an unending stream of obscenities, racist abuse, sexual fantasies verbalized. Performed with gusto by actors reveling in its outspoken rudeness it has an appearance of theatrical life - no more.

The *Garden of England* lacks even that. A reworking of a 7.84 Company production during the miners' strike, it is a collage of material drawn from interviews with striking miners and their families in 1984/85. Raking over past injuries, fanning present resentments, it shows how the struggle divided workmates, united families, awoke a "Dunkirk" spirit in communities. It also shows how ordinary decent people were turned into violent mobs bent on lawlessness. This kind of partisan *actualité* may satisfy the faithful but it makes dismal drama giving agit-prop theatre a bad name.

Much more timely and relevant, *Adapt Or Die*, using material edited from official government publications, sharply satirizes South Africa's leaders. Pistor-Dirk Uys's males are too lifelike to be more than chillingly funny, but his liberal Jewish housewife, SA Ambassador and Margaret Thatcher are creations of comic genius.

Peter Wood's 1965 NT production of *Love For Love* was sharper and more showy - Olivier's dazzling dandy in a sparkling cast and amazing down-to-dusk lighting. Now the comedy seems less clear cut, the characters more human. Lila de Nobili's enchanting 65 designs have been recreated, an excellent company gives a wholly delightful account of a neglected masterpiece. Scott-Fitzgerald's novel *This Side Of Paradise* is heavy going in Empty Space's "Edinburgh First" production. The test is, would it drive me to read the book? No.

John James

Slice-of-life

Five Play Bill. By Alex Renton, Rod Smith, Peter Gill, Rosemary Wilson, Mick Mahoney. The Garden of England. By Peter Cox and the company. National (Cottesloe) Theatre. Adapt or Die. By Peter-Dirk Uys. Tricycle Theatre. Love For Love. By William Congreve. National (Lyttelton) Theatre. This Side of Paradise. By F. Scott Fitzgerald / Adapted by Andrew Holmes. The Old Red Lion, Islington.

Five Play Bill hardly lives up to its title. *A Twist Of Lemon* by Alex Renton is an undramatic monologue by a Stone-Ranger junkie whose delight in "smack" (heroin) and "chasing the dragon" drags him deeper into addiction. Desperate for a fix before his parental allowance is due, he sells his television set for the necessary and loses his job in advertising for one absence too many. As a tract detailing an addict's descent it makes boring 35-minute theatre. *Sunday Morning*, by Rod Smith, is shorter but seems longer. Jeremy bursts into Barry's kitchen on Sunday morning to Carol's disapproval. She, Barry's wife, demands a day off from domestic chores. Barry goes out photographing in Mayfair, meets his put down by "Anna" (woman). Perhaps a slice-of-life in its author's experience, *Sunday Morning* seems pointless.

The point of Peter Gill's more substantial *In The Blue* seems to be to expand the playwrighting process to allow for multiple choices of character/plot development through alternative dialogue. Two gay men are in a book-strewn room (a squat?). They appear just to have met: "Do you want to pay?" During 40 minutes their relationship is shown ripening into love, perhaps falling out. "Do you want to leave it then?" Their conversations stop, run off on a different tack as one of them says about "OR". Ewan Stewart (Stewart) and Michael Mahoney (Michael) invest the Pinetree exchange with feeling giving it a sense of purpose, an exercise in writing a DIY text for an audience to build a play. *Bouncing*, by Rosemary Wilson, is a 25-minute piece for three women's voices. Hampstead Jodel meets first-youth, they are in pursuit of men through a *Wagtail* advert. They talk of Wagtail's "catchers" diets, film and party-goer in the dialogue which rings true but leads nowhere. *Up for None*, by Mick Mahoney, leads to a black cop's murder by an NF-minded fly-pitcher's mate fighting over a tart with a cocaine pusher. Life among the villains of Oxford Street affords excuses for an unending stream of obscenities, racist abuse, sexual fantasies verbalized. Performed with gusto by actors reveling in its outspoken rudeness it has an appearance of theatrical life - no more.

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John James

ARTS

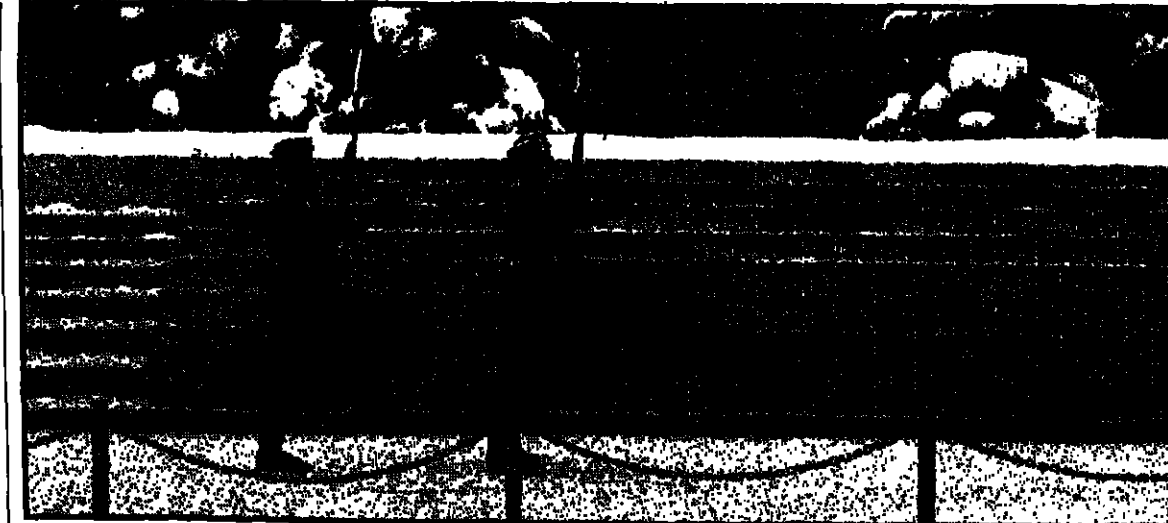
Comrades Portraits of Soviet Life BBC2 Sundays, 8.10pm, 12 parts. Composed by Alan Bookbinder, Oliver Lichtenstein and Richard Dalton. BBC Publications £11.95. 0 563 20416 8.

If there is anyone out there who still wants to see the Russians, or rather the Soviets, as blood-thirsty war-mongers who eat their young, or for that matter, as messianic prophets of world salvation, they are going to be sorely disappointed by Richard Denton's *Comrades*. For what it does is to bring them right out of the skeleton-cup-board once and for all, only to reveal that there is a fundamental difference between people and the systems in which they live and that all along the Russians have been just as human, diverse, fragile and venal as you or me. Unlike *The Year of the French* or *The Italians*, it is the similarities, rather than the differences, which shock.

Comrades is undoubtedly a sign of the times, and I suspect it will be very successful and popular, precisely because of its timing. At long last John Bull is beginning to tire of the absurdly villainous image the British press has given of the Russians. Even more than that, there is a genuine desire to believe in Mr and Mrs Gorbachev's assiduous image-mongering, and *Comrades* fits the bill nicely. Discrete and understated, it is quite unlike previous documentaries on the Soviet Union: thoroughly well-mannered, it is almost in danger of becoming bland at times. Denton's film (unlike Soviet TV about the West) is definitely not going to show us the under-belly, or someone would say, the stuff of Soviet life and there's no excursion planned to the Gulag.

That said, in terms of television coverage of everyday Soviet life, *Comrades* upturns thoroughly virgin soil. Not only does it give us ordinary "Sovs" in their flats (the one essential lacuna on every Intourist itinerary), but Denton has actually managed to worm his way into a Red Army barracks to see a university examination, even a Soviet court of law (impossible in England, by the way), and has included among his subjects a devout Christian collective-farm worker, an "underground" jazz musician and a gay fashion-designer. A string of firsts - how he got away with it, given ordinary Soviet reticence and bureaucratic rigor *moris*, is extraordinary; it will be even more fascinating to see whether anyone will be allowed to repeat the experience.

Quite apart from this, though, *Comrades* is a highly professional piece of work, precisely what we have come to



A string of firsts

David Budgeon on BBC2's look at Soviet life

expect from the man who made *Public School*, *Dancing Girls* and *Kingswood: A Comprehensive*. It is both informative and fair-minded with some of the observation verging on the brilliant. Subtly and discretely, he continually invites us to draw our own conclusions, the camera all the while deftly underscoring the words, and often at variance with them. *Comrades* is also a tailor-made teaching aid (or would be, had Russian not been nearly phased out of English schools and universities), half the programme being narrated by the characters themselves in Russian... with sub-titles.

Interestingly, the emphasis is in general much more squarely on narrative than in, say, *The Year of the French*, some content and poignant moment almost resembling scenes from early Milos Forman films.

The first two instalments are companion-pieces, both about growing up in the Soviet Union, on the one hand painlessly, on the other, painfully. *Educating Rita*, shown last Sunday, told the story of a model-student and a trainee-teacher, a supremely successful product of the system; her success guaranteed by her inordinate self-assurance ("I think I know practically everything," she boasts to a friend just before her exam), and her privileged background - she's a Muscovite and mum's one of the 9 per cent that belong to the Party - something

the programme regrettably understates. The second instalment, *War and Peace*, (this Sunday) is just the opposite - about little Valera, a diminutive and sympathetic 18-year-old conscript into the Red Army - a kind of Soviet Schweik - whose leaving home for the first time recalls Turgenyev's tales of peasants drafted into the army. A provincial lad with no Party connections, Valera's lack of confidence is touching and makes us think twice about the Red Army (as the voice-over says, the life of a British recruit is probably much tougher).

Without even trying very hard, *Comrades* says a great deal of interest about the Soviet culturally, even anthropologically. Brits will be astonished to see how almost deceptively close and tightly-knit the family-unit still is in the Soviet Union, to learn how Victorian Soviet values and attitudes are, and how *mulier sovietica* rather than *homo sovieticus* dominates almost every scene (a throw-back to matriarchy? Perhaps the most interesting thing to emerge is the degree to which Soviet society is ritualized and organized along ritualistic principles (nostalgia for the rites of Orthodoxy, perhaps?), whether it be initiation ceremonies or leave-taking, examinations or interrogations presided over by juries of elders, or even the semi-planned, domestic celebration banquet back at the little flat, replete with

rhetoric and formal toasting - not forgetting the aggressively patriotic new school-year ritual, which forms the coda to *Rita*, and will inevitably recall for some, dare I say it, the days of Nazism.

One of the best things about *Comrades*, though, something that only television can do, is the way it shows up the almost schizoid difference between the Russian in public and the self-same Russian in private. Wringing her hands in boredom as she listens to a fellow *komsomol*ts harangue a party of London Poly students about the meaning of the Russian Revolution, Rita can only think of her private reward - the basement disco-club where she can rock the night away to an updated version of Esplanade's "I'm Just a Moscow Playboy" complete with Western videos. Rita's exam on Gorky's unreadable and unreadable classic *Mother* (the only example of Russ. lit. always available in Soviet bookshops) is another eloquent cameo - followed as it is by private celebrations to the accompaniment of the "unofficial" and immensely popular ballads of Okudzhava and Vyatotsky (whose works are only available in *samizdat*). Little Valera's solemnly conspired "oath of allegiance" to the Red Army (in which he begs "to suffer the malleable punishment of the USSR and the unending scorn and hatred of its people", should he violate its creed) is

similarly followed by an enormous sigh of relief and collapse back into normality: "Where can we go? Is there a cafe in L'vov?"

Comrades is very obviously made by a team who know the USSR and it will inevitably say more to those who are familiar with the country. It is particularly good, for example, on the way language, and especially public language, is reduced to cliché and jargon, something the uninitiated may not twig straight away, although the film-makers are pretty suggestive. Take, for example, Rita's mindless rehearsal of her teachers' version of Marxism-Leninism as she heads through the Moscow metro in her latest gear to a spectacularly unattractive supermarket in search of macaroni - or Valera's mum's plaintive enquiries about her only son going off to do his "Sacred Duty". "Sov-speak" has all kinds of uses - it dispenses with thought, it "defines your position", it consoles... but it is always, always accompanied by a glazed look of boredom and alienation. Do they really believe that guff? The film seems to ask. Some do, but most don't, replies the camera - and cameras don't fib. The glazed and vacuous expression of Valera as he takes dictation from his sergeant-major about the "aggressive imperialist adventures" is unforgettable, and would have been irresistibly funny, if it were not so sad. The accumulative effect is of a people put, sometimes willingly, but very largely reluctantly, through the hoops of a most determined circus-trainer. It's all just part of the normalization process...



Schools Prom

The Schools Prom will take place on Monday, Tuesday and Wednesday at the Albert Hall. Full reports in next week's issue.



Kick start

Lynne Truss on the compact power of a rising new theatre group

that her idealism about theatre is often dismissed as the product of her tender years, but it is no less serious for that. She has a quite awesome intelligence and certainty about her work which does not necessarily make her a crusader ("Kick is just another company; there's plenty of room for us all") but which makes her an enemy to compromise. "I'd honestly rather earn money doing something else than direct a play under conditions that made me unhappy."

Having her own company she is undoubtedly in a position to dictate conditions. But that isn't why she formed Kick in the first place. Having trained at the Central School of Speech and Drama in stage management, she simply decided she would like to try directing, so she provided her own opportunity. She has never really looked back. Although she has never received funding, she has now managed to bring the company together five times, and has established a solid

core of regular actors who have, she says, a "righting" commitment to Kick.

Company continuity is absolutely vital to the way she works as she rates the contribution of actors very highly. Without undue modesty, she says that her own role as director is primarily to create an environment in which the actors express and explore their own ideas. In rehearsal she never lectures on the meaning of the play, and she never instructs an actor on how to play a scene. Rather, she waits for them to provide raw material for her to work on. "I like to see something good and make it better."

Kick has now done three Shakespeares and may well do a fourth next year (although she warns that any production for Edinburgh may be out of the question if no finance can be found). The idea was not to work exclusively on Shakespeare, but in the course of her work several factors have convinced her that Shakespeare production is particularly worthwhile at present. "For one thing, we all want people to go back to the theatre, and your best chance of doing that is to show the best stuff possible. For another, Shakespeare deals with big things happening to people, with big emotions. And theatre should be as emotional as possible. Although our *King Lear* is brought down to size - it's not in the tradition of grand raving acting - it is nevertheless a deeply emotional play. What I can't bear about much modern theatre writing is its lack of emotion. Plays about relevant, topical 1985 issues are important, but they are much better done on television."

It's the blurring of the dividing line between theatre and television that she finds particularly worrying: she blames it for theatre's tendency to forget what makes it special - audience involvement. And that is another good reason for doing Shakespeare, because he was a writer who expected his audiences to expend some effort. She is convinced that he would not have wanted grand sets for example ("And if you put in scene changes you ruin the rhythm of the play so she stages *Lear* in 'the debris of a theatre - step ladders, a few boxes and buckets. Just what we need to tell the story." She wants her audiences to feel involved.

"The imaginative contribution from the audience is absolutely vital. And that is my big fight with a lot of theatre at the moment. It's so boring for the audience: you don't know why you are there. I mean as a member of the audience, I don't want to stand up and wave my arms about, but I do want to be asked to be involved. I hate going to the theatre and being ignored."

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John James

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John James

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When the cholera raged

Entertaining Strangers St Mary's Church, Edward Road, Dorchester

In 1854 cholera raged through the wretched hovels of Dorchester's slum parish of Fordington. Documents recall the names of the dead, but it takes a major leap of imagination to enter the anguish and panic of those who lived through that year in this corner of Dorset.

Such a leap is made in *Entertaining Strangers*, a community play written by David Edgar (who made the famous adaptation of *Nicholas Nickleby*, and directed by Ann Jellicoe, who has been working on community theatre in the west since 1979). Using the cleared name of St Mary's Church, Dorchester (where the play runs until the end of the month) Ann Jellicoe has contrived an inverted theatre in the round. The audience promenade in the centre of the arena and most of the main action takes place on raised platforms at the side. This means that spectators are caught by in vast crowd of players. Fear grabs you as you make space for the corpse of a cholera victim to be carried away by a hearse, and the play ends with a hearse going in Empty Space's "Edinburgh First" production. The test is, would it drive me to read the book? No.

John James

John James

John James

John James

John James

It is an epic drama, with a cast of some 200, covering 50 years of Dorchester life. It is concerned with the polarity between two stalwart figures: the remarkable Sarah Eldridge who built up the brewery and also house business in the town; and Henry Moule, the unpopular, reforming Fordington parson, who upheld his people with courage and practical help at the time of the epidemic.

There is no direct mention of Thomas Hardy, who was 14 when the cholera raged, and who lived through many of the events which this play deals with. But there is no getting away from his presence. He is there with Finstock's disbanding church musicians, and even more vividly when his great friend Henry Moule's son Horace is driven to suicide.

Ann Jellicoe says that this is the largest and the most ambitious of the plays she has been responsible for as 10 players of the Colway Trust for Community Drama. Sadly, it is also her last in that capacity, for she is resigning in protest at the parsimony of South West Arts in having the grant that it makes to the Trust; despite the high artistic standard of the work in one of the most culturally deprived areas of the region. Her immediate future plan is to finish her book on community theatre. Meanwhile, the work of the trust will go on under the guidance of her co-director, Jon Orm, and work has already been started for next year's production at Beaminster.

Shirley Toulson

NBL Jubilee

Yesterday, the National Book League celebrated its Diamond Jubilee. This historical landmark provides an important focal point from which the NBL must now look towards the future. Its Arts Council grant has been cut to £50,000 pa and at one time came under total threat. Martyn Goff, director for the past 13 years, is aware of the need to adapt in the face of government cuts and the financial context of a changing "book" world.

"Marketing departments are becoming more and more in the ascendant, from being a fairly amateurish industry to becoming very professional. Marketing people are often coming in from outside and are no longer 'book people'."

Goff's worry is that although there will be more profitability for publishers, "there'll be a concentration on the 'best' books that are eminently marketable to the exclusion of those that aren't". As famous "old style publishers" retire, the book will suffer in the face of what I call pure professional marketing and pure professional financial controllers.

However, cutbacks and changes there inevitably are, and in February this year, an outside consultant was commissioned to look at the NBL and make a report. "A Financial Strategy for the Next Decade". "It was," says Goff, "meant to go beyond finance: how would we remain the same and how would we change?"

The report was taken to a meeting of the League's executive committee in

September, where it was decided to set up a working party of four people to look more closely at it. Martyn Goff is serving as a full member (not director in attendance) on that committee, where "acceptable" proposals by the consultant are turned into positive recommendations that will be taken back to the December meeting of the executive committee.

One of the areas under scrutiny is that of the very busy book information department, which answers between 24,000 and 25,000 queries per year. Some say that much of this information is obtainable from libraries, and this is a strictly non-profit-making organization, certain questions must be asked. "Should the NBL have it? Does it do things that public libraries don't? If it should have it, can it afford to? If it should, but is unable to, is a sponsor a possibility? This is what we'll be doing with every part of the organization," says Goff.

Sponsorship is becoming an increasingly large part of the NBL's strategy where prizes are concerned. In addition to the large number already administered by the League (including the Booker, Macmillan Prize for Fiction) two new prizes have been found sponsors: the Sinclair Prize, now in its third year, for an unpublished novel of social or political significance, and more recently, the Smarties Prize for Children's Fiction. It is Martyn Goff's long-term aim "to see the children's book elevated to the same level as everything else".

The NBL houses a Children's Reference Library and is responsible for a number of international exhibitions of children's books, as well as the "Children's Books of the Year" exhibition. It is now hoped that if greater resources were to be found, an educational officer could again be appointed to develop and strengthen the NBL's relationship with schools.

"It is categorical for the NBL to get away from the idea that children's books are not proper books. Within publishing houses, I would like to see the children's editorial director, not someone who's stuck in the basement in a narrow little office."

Prizes, thinks Goff, will do no harm in promoting books. One of the problems is that the more successful prizes are, the more criticism and mockery they'll attract. You have to accept that, and if you don't accept it you shouldn't be doing it."

Jaci Stephen

THE YOUNGSONG MUSICALS

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YOUNGSONG MUSIC M 44 Clifton Road, Kingston, Surrey, KT2 8PQ

RESOURCES

The place: Selbourne, home of the celebrated Gilbert White. An interesting and beautiful setting for any school trip but the group of children visiting the Study Centre have come with a particular purpose: to see a rural fox's earth and extend their knowledge of its habits. They are shown a staid fox and for many, this is their first actual encounter with the species. Some have their concepts instantly revised - "I thought it would be bigger - like an Alsatian dog, Miss." Continuing outside, they examine the fox's earth and territory.

This visit is part of the integrated work project prompted by the computer program *Suburban Fox*, an ecological simulation for children of 10 plus, working in small groups. It places the children in the role of the modern fox with the intention of giving them first-hand experience of the problems and hazards that a fox might encounter.

The program helps to develop an empathy and emotional involvement that give their tasks a distinct purpose. A game format is used in which the object is to use one's wits, cunning and senses to survive for as long as possible. To participate successfully, carefully thought out strategies need to be used.

At the start of the program, a block grid appears on the screen and the fox is placed at random in one of the squares. He is alone in a strange environment and must explore and uncover the surrounding territory in search of food, water and shelter. He must also overcome the many obstacles and hazards which he encounters, using relevant problem-solving strategies. As a whole class project, the program will easily provide a term's work with sideways extension into almost all other curricular areas.

Because it needs to be seen in a wide context, resource collection and initial preparation needs to be very thorough. Materials pertinent to the age-group can be quite difficult to source out and it is essential to acquire enough books to extend the children's experience. In all, teacher preparation took about a full week of the Easter holiday, but this is much less than for programs such as the *Mary Rose*. For children too, a lot of background work has to be undertaken initially for them to get the full benefit when using the program.

Once started, the work situation plays an important part. Alan Melbourne, teacher of the top juniors at South Farnborough Primary School, found that by situating the computer in



'I had to be quick 'cos the dog started barking'

Paulene Bleach on the hazards of being a fox - via a microcomputer

an alcove, set up as a "fox" scenario, the children assume the role play much more effectively.

These children had worked with computers previously but it was evident very early on that this program appealed to the fuller depths of their imaginations and feelings. Although most simulations have frustrating elements, the personal involvement with this one made the reality of the situation even more pertinent. Talking about their experiences, the children always used the first person: "Well, I got to the farm and then I knew I'd have to get out quick 'cos the dog started barking at me". Though they realized early on that survival strategies had to be adopted, after about three weeks the record for a live fox stood at 13 days. One group, who had managed only five days, rationalized: "We tried out lots of ideas so we got killed more often, but we found out more than the other groups". This early risk-taking actually placed them in a stronger position later.

This school is lucky in that a computer can be used for long periods, so the children had fairly easy access to it and though no time restrictions were given, the groups often imposed them themselves - "We realized it was nearly daytime so we thought we'd stop and save our position to give us a chance to

think what to do next".

For shorter thinking periods, they used the Pause facility, both to review the current situation and to make notes for later off-computer activities. Each child kept a "fox diary" and read from the books provided, giving rise early on to much empathy and projection.

The frustration of the hazards encountered in the program elicited a real understanding of the precariousness of the fox's existence. Simple logic gradually helped in overcoming them - "We made an earth in the canal bank so that we could drink when we woke up to make up for the water that went down while we were asleep". Realization of the safety of having an earth was tempered with the fact that it had to be sited wisely - "I dug an earth but when I went back it had collapsed". The random starting point had presented a very different situation to each group but they all agreed that they had learnt an enormous amount about foxes and how they live, and "it was more fun than normal work because we had so many different things to do and we could choose". "Other work doesn't make us think as hard". "It was good being in a group and being something".

Although the computer program had provided the focus, many of the allied activities proved just as enjoy-

able. Twelve Activity Cards form part of the package and an imaginative teacher can organize several more.

Alan had devised a "sensory walk" as a pre-activity to enhance the children's perceptions. Pie charts and graphs abounded as the children looked at food chains, tracks, poisons, pollutants and speed of movement. Differences between urban and rural foxes were recorded and incidence of death charts threw up some enlightening variations. Other computer programs such as *TRAY* were used to examine relevant pieces of text. Suggestions were offered by the children themselves for making models and there was great disappointment if time could not be found to fulfill all ideas.

Advantages were seen not only in work but also in the social relationships. The children had worked at the computer in group situations before and the structure of the groups was mainly chosen by the children with a little manoeuvring. One group, however, made up of those absent at the start, was formed by the teacher. This was the only mixed sex group and it was interesting to note that not only were their strategies and in-group cooperation better but that they themselves found the "experience more beneficial".

All groups had evolved turn-taking

strategies and appreciated the benefits of collaboration, as opposed to individual working. "All your brains think together". They had all devised ways of arriving at consensus decisions - "We all had to agree so we couldn't blame anyone if we got killed", or "We made a list of what people wanted to do and tried them all in order". One group was very specific in asking for rationales - "You have to give a reason for what you want to do and if the reason's good enough we'll try it".

In the later stages, one group allocated tasks to each group member to spread the responsibilities. They had learnt to avoid duplication of effort by, for example, having one person to take the notes for all the diaries.

Overall this program stimulated excellent all round work from all the children, even though it was not undertaken at the best time of the year. The publishers recommend it as a winter, rather than a summer project and Alan Melbourne agrees with this from his experience. For teachers wishing to use it there are some other pointers:

● Be sure that you have enough additional resources before starting the program. The books *Run with the Wind* and *Run to Earth* by Tim McCaughan, which recently won the children's book prize in Ireland, are excellent fictional supports.

● Introduce the computer aspect as a whole class lesson and be prepared to give help with strategy forming in the early stages.

● Try to arrange a visit to a fox's earth first, though as the study visit here was much later the program did have the effect of focussing the children's attention and they were "on their toes and could respond and answer questions well".

● Though none of the groups in this case achieved the 99 days required to end the program, there is an alternative option of playing again to find a vixen for mating.

At the end of the day, the children could converse knowledgeably and with deep understanding about the hardships of being a fox. Towards the end of the term one boy saw his first fox in his garden. I asked him how he felt. He replied: "I felt I was a bit lucky".

Suburban Fox is available from Gim & Co for the BBC Acorn on disc and for the RML 4802 on disk. Software and resources cost £30 plus VAT. The software alone costs £13 plus VAT. Resources alone cost £17 plus VAT.

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Voices

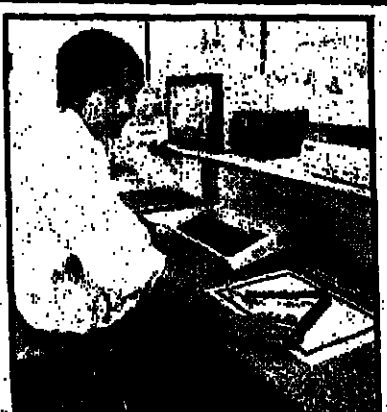
Black Reflections
Ethnic Minorities Support Service, c/o Teachers Centre, Churchbridge, Oldbury, Warley, West Midlands B69 2AX.
Pupil's anthology £1.25; teacher's notes 15p

Black Reflections is a resource pack designed and compiled by teachers in Sandwell's Afro-Caribbean Support Unit. It includes a 50-page collection of poems, short stories and folk tales from Africa and the Caribbean suitable for pupils in the lower school of comprehensives and a pamphlet of notes on that material for teachers. The texts are well chosen, mixing the familiar anthology poems like 'Soyuz' by Eavan Jones, 'Song of the Banana Man' with much less well known legends from the African tradition. There are many fine illustrations and pages of thought-provoking-provoking photographs.

This material has been organized thematically to draw connections and allow discussion of differences. The teacher's notes are full of the usual kinds of metaphors and strategies but include many adventurous and imaginative ideas for getting the most mileage, in terms of different kinds of language response, from the texts.

Both text and illustrations are clearly and attractively printed and, to keep costs down, the books are staple-bound in card covers. That relative cheapness of production may be the crucial factor in getting such materials into the schools which most need them, for while other anthologies have used similar literature in an attempt to reach the multi-cultural classroom - the glossy production and consequent high cost has put them out of reach of most heads of English.

Stewart Brown



The Schools Design Prize organized by the Design Council and sponsored by Thorn EMI attracted over 450 projects this year and a high standard of design. The judges were pleased to find that for the first time since the competition began there were more winning projects from girls than from boys. Winning designs included a teenagers' tent, a bag for people in wheelchairs, a



costume for alien creatures, a stained glass window and a robot arm. From left to right above are: the "Digi Arm", a computer drawing aid by Wah Tang of Whitefield School, London, the user moves the arm to create pictures on the computer screen; the "Sarin" sailing jacket by Sarah Turner and Sara Grundy of Wilewood School, Sheffield, which apart from



being fashionable will keep the wearer afloat in the event of an accident; and a folding harrow by Andrew Jones of Launceston College, Launceston. The harrow can be folded hydraulically from the tractor cab to enable it to be pulled easily through the average farm gateway and along a narrow country road. Normally harrows have to be unhitched and dragged separately.

In care

by Kaye Cornell

Preceding each of the four interviews is an exhaustive look at the key issues raised and explored. It is little credit to the young people to have such an analysis presented before they have said a word; thus perhaps missing the key point of letting the client speak regardless of the intended use of their comments. The differing circumstances of each young person draws a varied approach from Ron, whose assertions occasionally border on the crude: "So a good social worker is one who acts on what he's going to do quickly?" receives an unenthusiastic "Yeah" well... yeah".

In writing up issues such as accep-

to files and reviews, relationships with social workers and other professionals, the tape covers admirably the young people's knowledge and views on current debates which often fail to take their opinions into account. The need for consultation and participation is increasingly emphasized, and the young people are quick to point out why their opinions correspond with those of other young people in care with similar experiences. The narrative avoids conclusions on this, content instead to use it as a tool for debate.

The somewhat ironic use of carefulness of each young person may well have been heard from their own cases, is questionable, but perhaps this will be a step towards considering clients' views not only in the individual worker-client relationship but in the larger realm of policy making too.

notes

ETHNIC MINORITY INFORMATION
The National Association of Careers and Guidance Teachers are publishing three additional information sheets in ethnic minority languages. These give information concerning the CPVE, TVI and Entry to Higher Education.

Information sheets comprise one side in English, the other in Urdu, Punjabi, Hindi or Gujarati. They are particularly recommended for parents' evenings. The sheets, which may be copied freely, cost £1 each or £9.50 for 50, from the NACGT Business Manager, 20 Frilley Gardens, Bradford BD9 4LY.

ABILITIES AND DISABILITIES
In response to enquiries from school children, the Royal Association for Disability and Rehabilitation (RADAR) has published a new booklet to help young people understand the difficulties faced by people with disabilities in the community.

Illustrated with drawings and cartoons, the booklet is aimed at 11 to 14-year-olds. The five characters in it each have different problems as a result of their physical disability, but their abilities and talents are also highlighted. Copies of the booklet are available free of charge (except postage) from RADAR, 25 Mortimer Street, London W1N 8AB.

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Nursery Education

Headships

WARWICKSHIRE

APPOINTMENT OF HEAD (RE-ADVERTISEMENT)

WHITNASH NURSERY SCHOOL
Nursery Lane, Whitnash, Leamington Spa CV31 8PW
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (40 places) with effect from Easter 1989.

Application form and further details may be obtained from the County Education Officer, Northgate Street, Warwick CV4 4ER (ref: BSH/JT) to whom completed forms should be returned by 6th December 1988. 100010

STOCKPORT

HOLLYWOOD PARK CENTRE

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (40 places) with effect from Easter 1989.

Application form and further details may be obtained from the County Education Officer, Northgate Street, Warwick CV4 4ER (ref: BSH/JT) to whom completed forms should be returned by 6th December 1988. 100010

WARWICKSHIRE

APPOINTMENT OF HEAD

BERWICKS SCHOOL

Glebe Avenue, Leamington Spa CV31 8PW
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (40 places) with effect from Easter 1989.

Application form and further details may be obtained from the County Education Officer, Northgate Street, Warwick CV4 4ER (ref: BSH/JT) to whom completed forms should be returned by 6th December 1988. 100010

Other Appointments

BERKSHIRE

WOODLEY NURSERY SCHOOL

Church Road, Woodley, Reading RG9 4AA
Required January 1989 or as soon as possible afterwards. An experienced nursery teacher, Scale 1, capable of leading a team in developing and implementing the curriculum for nursery children. Candidates are invited to visit the school by prior appointment. For further details and application form (BAG) closing date 15th December 1988. An Equal Opportunity Employer. (02555) 100026

DERBYSHIRE

See Derbyshire Display advert page 51. (05758) 100085

ilea Inner London Education Authority

HEADSHIP

DOROTHY GARDNER NURSERY SCHOOL,
283 Shireland Road W9

Applications are invited from teachers with training and experience in nursery education for the headship of this school which will become vacant on 1 January 1989. Roll 32 ft and 17 pt. Burnham group 1, plus Inner London allowance.

Please send foolscap size for application form and further details to Education Officer, EO/TS10, Room 282a, County Hall, London SE1 7PB. Closing date for the return of completed forms 6 December.

ilea IS AN EQUAL OPPORTUNITIES EMPLOYER 11008

KIRKLEES

METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATION

BIRKBY INFANTS' NURSERY SCHOOL
Blackburn Road, Birkby, Huddersfield, West Yorkshire WF1 1SP
Required for January 1989 a nursery teacher for a new nursery unit for children in the area of a new school. Applications are welcomed from applicants for first teaching posts.

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (40 places) with effect from Easter 1989. An Equal Opportunity Employer. (02555) 100026

WALTHAM FOREST

WALTHAM FOREST NURSERY SCHOOL

Waltham Forest, London E4
Required for January 1989 a nursery teacher for a new nursery unit for children in the area of a new school. Applications are welcomed from applicants for first teaching posts.

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (40 places) with effect from Easter 1989. An Equal Opportunity Employer. (02555) 100026

Waltham Forest, London E4
Required for January 1989 a nursery teacher for a new nursery unit for children in the area of a new school. Applications are welcomed from applicants for first teaching posts.

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Waltham Forest, London E4
Required for January 1989 a nursery teacher for a new nursery unit for children in the area of a new school. Applications are welcomed from applicants for first teaching posts.

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
WELLSMEAD COUNTY JUNIOR SCHOOL
Buckingham Road, Bletchley, Milton Keynes MK3 7HE
Tel: 247841
Group 4
Required from January 1986 or as soon as possible thereafter. An energetic, enthusiastic and experienced teacher who will be able to assist with the development of the curriculum throughout the school. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, Mr. A. Clunver, 3, St. Mary's, Milton Keynes MK3 7HE. Tel: 247841. Closing date 15th December 1985. (02457) 110012

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
BEECH HILL J & I
SCHOOL
Mount Pleasant Avenue, Halifax, W. Yorks. HX1 1LH
Required from 7th April 1986, a DEPUTY HEAD-TEACHER for this Group 4 School.

EDUCATION DEPARTMENT

The school draws from a community where English is not usually the first language.
Application forms and further details obtainable on request from the Education Officer, Mr. P. O. Clunver, 3, St. Mary's, Halifax, W. Yorks. HX1 1LH. Tel: 01457 5511. Closing date 15th December 1985.

EDUCATION DEPARTMENT

Calderdale M.B.C. is committed to equal opportunities for all. Applications are invited from women and men of all ethnic origins, irrespective of ethnic origin, to whom a positive attitude of orientation or marital status is essential. Salary attributes for the post. (02157) 110012

EAST SUSSEX

COLDEN JUNIOR SCHOOL
Setham Drive, Brighton BN1 8LH
Roll: 175
From April, Deputy Headteacher Group 4. Applications are invited from enthusiastic teachers who are able to offer expertise and interest in one or more of the following areas: Science, Mathematics, English, Art, Music, Physical Education, and their own professional development.
Relocation grants in approved cases.
Application forms and details available from the Education Officer, PO Box 4, County Hall, Brighton BN1 1PS. Tel: 01273 5911. Closing date 15th November 1985. (02424) 11001

SHROPSHIRE

EDUCATION COMMITTEE

EQUAL OPPORTUNITY

MARKET DRAYTON COUNTY JUNIOR SCHOOL
Alexandra Road, Market Drayton
DEPUTY HEAD GROUP 6
Due to promotion, an experienced and enthusiastic teacher is required for the post. The successful candidate will be responsible for the school and their own professional development.
Relocation grants in approved cases.
Application forms and details available from the Education Officer, PO Box 4, County Hall, Market Drayton, Shropshire. Tel: 01925 5911. Closing date 15th November 1985. (02424) 11001

ESSEX

ST. ANDREW'S C. OF E. JUNIOR SCHOOL
St. Andrew's Church, Chelmsford
Tel: 0206 350131
DEPUTY HEADTEACHER
Required April 1986, an experienced teacher with a good knowledge of the curriculum and a positive attitude to co-operative teaching. An enthusiastic and imaginative teacher who will be able to assist with the development of the curriculum throughout the school. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details available from the Education Officer, Mr. A. Clunver, 3, St. Mary's, Milton Keynes MK3 7HE. Tel: 247841. Closing date 15th December 1985. (02457) 110012

EDUCATION DEPARTMENT

Coordinator

Scale 3 under review

Micro Technology in Primary Schools

The use of micro computers in Manchester primary schools is well established. The post involves a cross City role in terms of co-ordinating curriculum development, Teacher In-Service courses, support of classroom work and the provision of resources. We need teachers with extensive teaching experience in primary schools. Applicants should also have experience in general curriculum development and/or In-Service Education for the primary sector. Experience in using computers in primary schools would be valuable.

You will be a member of the City's Micro Electronics Development Group and will be responsible to the Head of that Group. You will liaise with appropriate inspectors for both Primary curriculum development and In-Service Education.

The post is full time and permanent. It is set at Scale 3, but is currently under review.

Application forms from The Chief Education Officer, (1st Floor), 30, Cumberland House, Crown Square, Manchester, M60 3BB.

Closing date December 31st 1985.

MANCHESTER

City Council

Offering jobs, improving services

HAMPSHIRE

CROFTON HAMMOND COUNTY JUNIOR SCHOOL
Maincroft Avenue, Southampton, Fareham PO14 2DE
Required 7th April 1986
DEPUTY HEADTEACHER
Group 5
Applications are invited for an experienced teacher with proven leadership qualities and good classroom practice for the post of Deputy Head Teacher at this semi open plan school.
Candidates should have practical experience in the use of micro computers, further details can be obtained from the Headteacher on receipt of a s.a.e. Closing date 15th December 1985. (02170) 110012

HERTFORDSHIRE

ST. DOMINIC'S RC JUNIOR SCHOOL
Southdown Road, Harpenden, Herts. AL3 1FE
Tel: Harpenden 60047
DEPUTY HEAD
Applications are invited from practising Catholics for the post of Deputy Head Teacher at this school. An experienced, versatile and enthusiastic teacher is sought who will make a significant contribution to the school's development. Further details and application forms from and returnable to the Head Teacher, St. Dominic's RC Junior School, Harpenden, Herts. AL3 1FE. Tel: Harpenden 60047. (01792) 110012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMES DIVISION
CHILTON SCHOOL
Chilton Lane, Regent, Kent
Required April 1986, an experienced teacher with a good knowledge of the curriculum and a positive attitude to co-operative teaching. An enthusiastic and imaginative teacher who will be able to assist with the development of the curriculum throughout the school. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details available from the Education Officer, Mr. A. Clunver, 3, St. Mary's, Milton Keynes MK3 7HE. Tel: 247841. Closing date 15th December 1985. (02457) 110012

SHROPSHIRE

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Alexandra Road, Market Drayton

DEPUTY HEAD GROUP 6

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Relocation grants in approved cases.

Application forms and details available from the Education Officer, PO Box 4, County Hall, Market Drayton, Shropshire. Tel: 01925 5911. Closing date 15th November 1985. (02424) 11001

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St. Andrew's Church, Chelmsford

Tel: 0206 350131

DEPUTY HEADTEACHER

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Application forms from The Chief Education Officer, (1st Floor), 30, Cumberland House, Crown Square, Manchester, M60 3BB.

Closing date December 31st 1985.

MANCHESTER

City Council

Offering jobs, improving services

SOMERSET

ST. BENEDICT'S V.A. JUNIOR SCHOOL
Glastonbury
(N.O.R. 315)
For April 1986:-
Applications are invited from experienced and enthusiastic teachers for the post of Deputy Head Teacher at this school. An experienced, versatile and enthusiastic teacher is sought who will make a significant contribution to the school's development. Further details and application forms from and returnable to the Head Teacher, St. Benedict's V.A. Junior School, Glastonbury, Somerset. Tel: 01457 5911. Closing date 15th December 1985. (02424) 110012

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
PONTFRACHT ST. JOSEPH'S R.C. PRIMARY SCHOOL
(220 on roll)
Required from January 1986 or as soon as possible thereafter. An experienced teacher with a good knowledge of the curriculum and a positive attitude to co-operative teaching. An enthusiastic and imaginative teacher who will be able to assist with the development of the curriculum throughout the school. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
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BUCKINGHAMSHIRE

EXTRA

Central to the development of media education in Avon has been Avon Media Teachers, who for the past decade have arranged annual programmes of pupil study days and workshop courses for teachers. Recent topics have included advertising, documentary, *Gregory's Girl*, pop videos, soap opera and violence in films; image analysis, video editing and classroom approaches to news/documentary. A working group devised the CSE Mode III syllabus now operating through an Avon consortium in a third of the county's secondary schools, and many other schools use course modules and the resources produced by media studies teachers in English lessons.

Bath Teachers' Centre, Bristol University School of Education, and the Department of Communication Studies at Bristol Polytechnic have provided generous support to teachers in the preparation of resource materials for use in the classroom, and the authority's Resources for Learning Development Unit (RLDU) houses these, together with a collection of BFI and other published materials.

The English editor is working with teacher groups to produce more teaching packs, for example *Who Is This Woman?*, a pack of photographs designed to help students develop the skills of image analysis, to observe the effects of context and caption, to consider the characteristics of genres, to examine stereotyping and to explain narrative. The idea for the pack came from an in-service course.

Similarly, following a Department of Education and Science regional course for primary teachers, a county working party of primary and secondary teachers has begun the task of mapping out a curriculum for media education, which will lead to further in-service training and associated resource production. Such activities are co-ordinated by an INSET panel of teachers together with representatives of higher education institutions, teachers' centres and the RLDU.

In addition to the facilities and expertise offered by these agencies, we have received valuable advice and help from education officers of the BFI, HTV and BBC, the Royal Photographic Society, and from South West Arts and the Watershed.

The Watershed Media Centre offers an attractive and exciting central facility that extends the scope of media education in schools, whether it be exhibiting photography projects or providing screenings and workshop sessions for pupils organized by Avon Media Teachers or the Bristol Festival for Children. This term its film unit, with South West Arts funding, will teach upper junior/lower secondary pupils from a dozen schools how to script, shoot and edit a film. Next term they will make films in their schools with other children, assisted by young people working at the Watershed on an MSC scheme. The authority will

School's page '85



Avon calling

Not only do Avon teachers of media education work closely with the local teachers' centre, university, polytechnic, arts centre and newspaper, they also collaborate with the local broadcasting agencies. This is one practice that must be extended, argues Eric Williams

A growing number of teachers are exploring ways of developing media education in their schools. For many this is a new and demanding curriculum area that has a clearly defined theoretical base, but is comparatively deficient in detailed examples of how to put it into practice in the classroom. With little relevant initial training and limited resources, few can feel confident in tackling what they know is central to their pupils' experience yet receives little attention in school. The support of regular contact with others engaged in media education is therefore essential. Contacts can be formed nationally through the British Film Institute, SEPT (Society for Education in Film and Television) and AMES (Association for Media Education in Scotland), but these cannot give the continuing close interaction that can be established locally.

then arrange a screening for teachers at which the films and ways of extending this activity can be discussed.

The headquarters of the Royal Photographic Society are in Bath, and its current Education Officer, Sue Isherwood, a former teacher adviser of the BFI who has worked extensively with local teachers on in-service projects, has made effective educational use of some of its archive material for the Avon Schools Photographic Initiative, a photojournalism project funded by the Arts Council for the production of teaching packs and an *Avon Schools' Picture Post* magazine which will feature pupils' practical work.

This project neatly illustrates the typical pattern of local co-operation, the packs being produced by the RLDU with a working group of art and media studies teachers. In addition, the *Bristol Evening Post* allowed a photographer to be tracked all day with cameras to provide material for one pack (*The Progress of Images from Camera to Newspaper Page*).

A regular feature in this paper is the Avon Schools' Page, a competitive

opportunity for pupils to collect and edit news items and articles that they feel will interest the general readership of the paper and be responsible for the layout and illustration with the professional guidance of a sub-editor.

A project that gives pupils a similar opportunity to communicate with a wide audience extends the scope of collaboration further. The WH Smith Schools Radio Playwriting Project is jointly organized by the Watershed Media Centre, the Playwrights Company and BBC Radio Bristol, and is now entering its fifth year.

It aims to encourage young people to write imaginatively for radio by giving them the necessary technical knowledge coupled with help and advice from practising playwrights. It also offers teachers the opportunity to introduce the medium of radio into class work, and provides ways of exploring with classes the relationship between writing and the medium generally. Introductory tapes have been produced for primary and secondary schools to introduce pupils to the

techniques of radio drama, sound effects, use of dialogue, scripting, and excerpts from winning plays. These are accompanied by a comprehensive worksheet booklet.

Once classes have begun work on their scripts, a school can request a visit from a professional writer in the Playwrights Company for practical advice on work in progress. These sessions are most helpful to the pupils, teachers and playwrights alike. Following the workshop visits, approximately 600 entries are submitted for adjudication. The chief attraction lies in the serious attention paid by professionals to young people's creative work, not only in having their script read, but in perhaps participating in the recording of their plays in the Radio Bristol studios for broadcast.

An open day is hosted by Radio Bristol for pupils, their families and teachers with activities introducing children to radio and a video of children recording their plays in the studios has been prepared by Bristol Polytechnic students.

This project is a successful example

of an independent initiative, with sensitive and responsible commercial sponsorship, that gives a local education authority an attractive focal point for educational development. The collaboration has benefited the project also, teachers being released from their schools to attend an introductory course that outlines some of the technical and creative demands of writing for radio, and this year an intensive in-service workshop course for teachers with experience of the project has utilized the facilities of Radio Bristol and the Watershed to take them through the process of preparing and recording their own scripts that will be available as a further classroom resource.

Many pupil entries have tended to follow a standard adventure pattern, and the visits to schools and sessions for teachers have encouraged pupils to move away from *Star Wars* rip-offs and TV fantasy to more realistic drama, including this year a historical play on the life of a miner's family and a sensitive drama on the effect on children of divorce.

BBC Radio Bristol is actively engaged in widening the scope for involvement of young people in its normal output, as opposed to special programmes for schools. A youth panel provides ideas, and young people's comments on issues are increasingly included in programmes like *Morning West* and *Compass*. A news reporter of the year project and a soap opera scripted by media studies groups and performed by members of the Bristol Old Vic Theatre School will have a function similar to the Playwriting Project.

A teacher secondment from Avon encourages further links with media education - for instance, preparing a tape relating to the development of a news story and interviewing techniques. The archive of local broadcast work of organizations like the British Film Institute and the Society for Education in Film and Television; but it is the possibility of GCSE examinations in media studies that has persuaded the BBC to plan a media studies series for schools.

Schools programmes about the media are not new. Thames's *Viewpoint* in 1975, for example, was a controversial *English Programme* series, which was altered and re-broadcast in 1977. In 1980, *Viewpoint 2* looked at representation in the media of youth, race, industrial relations and welfare. More recently, Thames made the five-part series *Understanding Television*, and the BBC and other companies have made programmes about film, television, and the press. What is new, though, is an especially television, as a fundamental cultural experience, and for trying to understand their meanings. Developing a critical attitude towards the media demands that we take into account the pleasures and excitements they offer as much as their inadequacies, and ask how both aspects come about.

Media institutions themselves have a role to play in media education, and both BBC and ITV have plans to develop media education programmes. Research by their own education officers has provided evidence that teachers want schools programmes about media studies and media education generally.

Why is media studies now identified as a curriculum subject? Likely changes in copyright law to make off-air recording for educational purposes legitimate, and recent HMI initiatives following from the DES report, *Popular TV and Schoolchildren*, have given a fresh impetus to the work of organizations like the British Film Institute and the Society for Education in Film and Television; but it is the possibility of GCSE examinations in media studies that has persuaded the BBC to plan a media studies series for schools.

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EXTRA

TV eye

What are the broadcasters' plans for teaching about television? Philip Simpson finds out

The strongest argument for media education is that it can help to develop a critical attitude towards the media. Sometimes this argument merely masks traditional educational antipathies to popular forms, or implies that beneath an engaging surface lie covert messages through which the media reinforce, or subvert, the social status quo. More often, though, it is an argument for recognizing the media, especially television, as a fundamental cultural experience, and for trying to understand their meanings. Developing a critical attitude towards the media demands that we take into account the pleasures and excitements they offer as much as their inadequacies, and ask how both aspects come about.

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The BBC's proposals for a five-part series beginning in autumn 1986 show a similar awareness of current theoretical and critical ideas in media education. Realism is dealt with as a convention in fictional and documentary forms, subject to change and reinterpretation over time. A proposed programme on sexist stereotyping would complement the concern with representations which is inevitable in media studies, and also be useful for English and social studies teachers implementing i.e.a. equal opportunities initiatives.

Another programme will be about the production of *EastEnders*: of all soap operas, *EastEnders* alone has a



EastEnders: a mockery of family viewing codes or an important platform for today's social problems?

large school-age viewing audience, and a serious, unpatronizing treatment of the interplay of values and conventions at work in the genre would be valued by teachers. Sales of the BFI's *Coronation Street* teaching pack indicate that a demand already exists.

The BBC and Thames proposals help to secure media studies as an examinable subject for 14 to 16-year-olds, but the need for some form of media education much earlier in school life has also been recognized.

Zig Zag, the BBC's stimulating series for 8 to 10-year-olds, is to present four programmes under the title *You and Media* in autumn 1986. Of all these proposals, *You and Media* shows most awareness of all the media: writing, printing, books and newspapers, reporting, and the use of images to tell a story are all topics to be dealt with through practical activities which draw upon, without just mimicking, professional practices. The current *Zig Zag* series concludes with programmes on photography and animation. (November 25 and 27, December 2 and 4.)

Notes for the series stress the collaborative possibilities of animation, and its encouragement of a "consciousness about how film and other media work".

So far, so promising for teachers wanting to start or develop media education at any level. But the value of all this activity depends very much upon the educational awareness and skill of the education officers and production teams, and there are pressures from all sides.

The first *Viewpoint* series ran into serious trouble when it asked questions about power and control in the media from what was seen, by some, TV companies, as too partisan a position, yet these questions do need to be asked, as much as the "who does what in a television studio" kind.

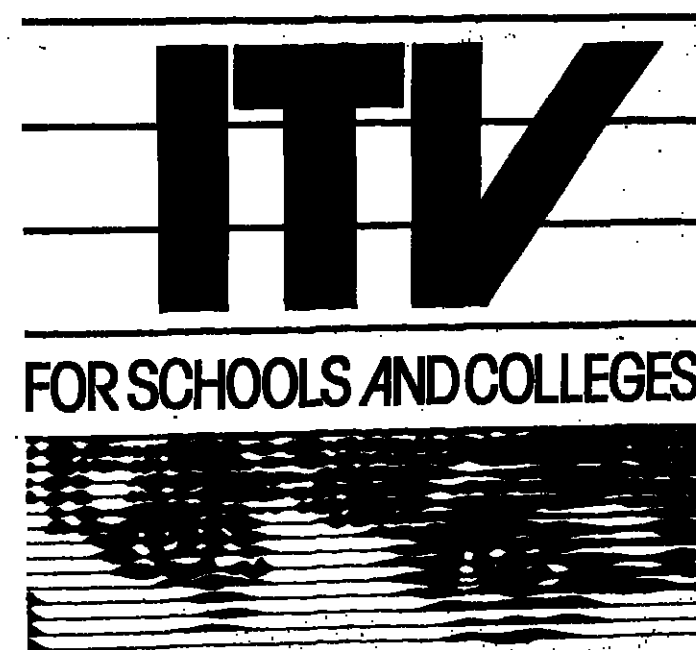
It will not be easy for Schools Broadcasting departments to take a publicly critical attitude towards the general output programmes of their own organizations, but without such a view the schools programmes might come to be seen by sceptical teachers

as another form of promotion. It all depends, of course, on what is meant by "a critical attitude". Perhaps media teachers should reject the negative and confrontational associations of "criticism" and argue that teaching about television, and the other media of mass communication, is a means to developing a media literacy. Criticism has an important place in this activity, just as it has a place in the development of a literacy dependent upon purely verbal communication. We all know books with titles like *The Excitement of Reading* or *Pleasure in Writing*; why does it seem odd to suggest school books about the pleasures of viewing or the challenge of video?

In the long run, a media literate society will benefit all its members. Collaboration between media teachers and practitioners will be essential to its realization, and Schools Broadcasts about the media have a crucial part to play.

Philip Simpson is Head of Education at the British Film Institute.

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During the first full week of December, ITV will broadcast selected previews of series scheduled for transmission during the coming Spring and Summer terms.

These programmes will be drawn from the full range of primary, junior, middle and secondary school series.

The timetable for the week (times are approximate):

Monday, 2nd December

Preview of Infant/Junior Series

09.30	Start the day
09.40	Time for a story
09.50	Gather round
10.05	Stop, look, listen
10.20	Seeing and doing
10.35	Let's go maths
10.45	All year round

Tuesday, 3rd December

Preview of Junior/Middle Series

09.30	Picture box
09.45	Good health
10.00	Animals in action
10.20	Scientific eye
10.40	Middle English

Wednesday, 4th December

Preview of Middle/Secondary Series

09.30	Starting out
10.00	People and politics
10.15	Partner - Year 1 (The German Programme)
10.35	Modern China*
11.00	Programmes not broadcast on 6th November will be shown

*Viewers in these regions will see the following programmes instead of 'Modern China'

Grampian Television - Naturally Scottish Scottish Television - History at hand Ulster Television - Life after school HTV Wales - Technology Wales

VIDEOTAPES

ICI's latest videotape

'THE CHALLENGE OF ENGINEERING'

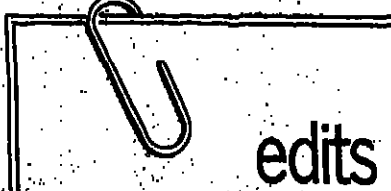
will shortly be available for purchase at a sponsored price by schools in the UK.

For a copy of our latest catalogue giving details of this and many other educational videotapes, please return the coupon.

To: Argus Film & Video Library
15 Beaconsfield Road, London NW10 2LE

Please send me a copy of the ICI Videotape catalogue.

Name
Address
Postcode



COPYRIGHT LEGISLATION
There is not a lot of news on the prospective copyright legislation which could allow schools to record general television programmes off air. Current rumours are that the levy on tapes has been dropped, but the principle of allowing educational institutions to record any output will be maintained through a licence to be paid and organized by the i.e.a.s.

BBC ENTERPRISES
BBC Enterprises, the organization which controls BBC videos for educational use, is being reorganized along with the rest of the BBC's commercial activities.

High time too, teachers across the country will be thinking. For at the moment BBC videos which could provide a valuable source of materials for teachers, given the expertise of their programme makers and their experience of developing educational materials, are selling at prices which are out of this world.

Take 'Mind How You Go', for example. This is a series of road safety programmes with Jimmy Savile which, according to our reviewer on last week's

video pages, would appeal to a wide school age range. As a series of ten 10-minute programmes, these are on sale for £260 + VAT. Anyone wanting to buy a single programme would have to pay £85 + VAT - and they are not even available for hire.

Similarly, a completely different package, the classic drama serial of 'Pride and Prejudice' is available on five videos at a cost of £585 + VAT - a total of £672.75. It is not for hire either.

The BBC is aware of the problems these prices cause schools and they have offered some rays of hope recently - the BBC Television Shakespeare, for example. Six plays are now available with accompanying text, £49 each + VAT for a top quality production. This is the kind of undertaking teachers will hope to see more of when the new 'BBC Enterprises Ltd' gets its house in order.

And if the expected copyright legislation allows direct recording off air, then perhaps they could turn their expertise to developing non-broadcast programmes for application in the classroom? Either way, the incumbent of the new post of Chief Executive will face an almighty challenge in the UK market of Education and Training sales.

ITV AND MEDIA
A national weekend conference will be held in Northampton on January 24-26 to discuss the implications of TVET for

media studies and media education. What resources are needed? How can media studies be assessed and certificated within a TVET framework to nationally recognized standards?

Details from Richard Ewen, Northampton Area TVET Co-ordinator, College of Further Education, Booth Lane South, Northampton.

INTERNATIONAL TV STUDIES
Next year's International Television Studies Conference will be held on July 10-12 at the University of London. It will run from Thursday to Saturday so that teachers can attend at least one day.

The 1986 conference will include an emphasis on media education and the 'effects' of television and video. Anyone interested in presenting a paper should submit an abstract (up to 100 words) plus a short CV by February 1. Papers should be submitted by April 1.

Further details from ITSC, BFI Education, British Film Institute, 81 Dean St, London W1V 6AA.

NEW TO MEDIA EDUCATION?
Any teachers wishing to work with video, broadcasting, or media education in general, will need contacts and advice on courses and materials. These can be obtained from BFI Education, British Film Institute, 81 Dean Street, London W1V 6AA, and SEPT (Society for Education in Film and Television), 29 Old Compton Street, London W1V 5PL.

EXTRA

Signposts forward

Mike Clarke on materials for studying the media

Baxters: The Magic of Advertising Teaching Pack including posters, information sheets, slides and teaching notes, with accompanying videotape Price £12.50

Scottish Council for Educational Technology, 74 Victoria Crescent Road, Glasgow G12 9JN.

Working Papers for 16+ Media Studies Papers and case studies edited by Christopher Points, with accompanying slide set Price £6 (book), £6 (slides)

Clywd Media Studies Unit, County Civic Centre, Mold, Clwyd. Teaching through Television

Critical Approaches to Educational TV: Conference Report edited by David Buckingham Price £1 (ILEA), £2 (non-ILEA)

ILEA Learning Resources Branch, Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.

Seeing through Commercials VHS videotape, 15 mins Price £75 + VAT (£10 extra for other formats)

Educational Media International, 25 Boileau Road, London W5 3AL. Finding Out About Advertising

Resource Book Advertising Association Price £2.20; pack of 10 or more £1.75 per copy + p & p

CRAC Publications, Hobsons Ltd, Bateman Street, Cambridge CB2 1LZ. Making Sense of the Media

Boxed set of 10 booklets Price £25

Comedia, 9 Poland Street, London W1V 3DG.

Baxters: the Magic of Advertising offers the kind of rich and satisfying experience which leaves one with a warm glow inside. Media teachers have been waiting for years for materials which would give an insight into the overall process of an advertising campaign: this comprehensive pack gives exactly that.

Baxters documents the first UK-wide campaign by the well-known soap manufacturers. The videotape includes not only two of the ads themselves but also the "pitch" that the agency, Geers Gross, made to sell the concept of "The Magic of Speyside" to the company. For purposes of comparison, earlier Baxters ads and some rival Heinz ones are

Teaching TV Sitcom Teaching pack including slides and teaching notes Price £5.25

BFI Education, 81 Dean Street, London W1V 6AA.

Studying comedy in schools is not easy. Situation comedy, in particular, has been regarded with suspicion or suspicion by holders of both traditionalist and progressive values in education and culture. On the one hand, it is neither "art" nor "life" - neither serious drama (morally uplifting) nor news/current affairs (informational). On the other, it is damned as a "conservative" form - one that reinforces existing barriers and inequalities of gender, race and class through its use of stereotypical characters and the lack of progression in its stories. Nevertheless, sitcom is a form which demands investigation: it is really as dire as it is, why do so many people watch?

As *Teaching TV Sitcom* points out, this is an area which has received little serious analysis, so that teaching approaches are of necessity exploratory. However, these arguments about popular culture are raised so sharply by sitcom that the genre has to be recognized as a prime site for educational development. Looking only at news or serious drama can mean avoiding some of the most crucial issues.

Teaching TV Sitcom raises all the right questions and offers valuable signposts forward. It has been very well produced but nonetheless it seems to lack the authority and consistent excellence of earlier materials from BFI Education (such as *Selling*

included. Printed sheets give a range of information about the advertising agency structure, the soap market and specialist press coverage of the campaign, as well as some of the draft artwork. Storyboards also feature in the slide-set (a list would have been useful here).

The pack could be used selectively with younger students but the opportunity it offers of sustained engagement with the advertising process is probably best suited to fifth years and upwards - the terminology and statistics employed, for example, are "real" rather than simplified. Teaching notes are suggestive rather than exhaustive and assume some familiarity with the area under examination: there would be a good case for in-service training focused on *Baxters*. The Scottish Media Education Development Project are to be congratulated on securing the cooperation of Baxters and Geers Gross to enable the compilation of such an excellent pack.

Two other advertising-related resources are *Seeing through Commercials* and *Finding Out About Advertising*. The former is an American videotape which has little to offer the media teacher. It makes some good, rather obvious, points about filming techniques but surrounds these with a commentary entirely framed in terms of trickery and deception. The simplicity of its hostile approach would be unlikely to appeal beyond about seven to eight years of age.

An opposite prejudice informs *Finding Out About Advertising*, a glossy booklet produced for the Advertising Association. This has some handy material on various campaigns, which could be usefully adapted, but also (unsurprisingly) contains statements like "This is just one example of how a

local newspaper can help the community through advertising". Hardly calculated to inspire a genuinely critical approach.

The less-than-snappily titled *Working Papers for 16+ Media Studies*, produced by Clywd Media Studies Unit in association with the Birmingham University Centre for Contemporary Cultural Studies, is a collection of articles which is excellent value, at £6, for actual and intending teachers of media studies.

Particularly stimulating are the more theoretical papers - on teaching strategies in media studies, by Richard Johnson, and on "Teen Love Magazines", by Kate Bruder. Also included are several more "classroom-oriented" pieces, which offer accounts of working with young people or suggestions for teaching approaches. One or two of these seem to bear little relation to classroom practice in media studies; one or two also introduce teaching materials whose use with the 14-16 age-group would need careful consideration - eg, would it be helpful in a mixed class for a male teacher to present advertisements for Tampax and Feminax as stimuli to the discussion of gender representation?

Despite such shortcomings, and an annoyingly large number of typographical errors (which really ought to have been picked up at the editing stage), *Working Papers* is a valuable addition to the available literature on media studies. The accompanying slide set, expensive at £6 for 26 images in basic plastic mounts, is disappointing: teachers would be well advised to look at the book itself before ordering these.

Teaching through Television takes a look at how to use educational TV critically. It ranges from a discussion of *Everyday Maths*, confining itself to Schools Television - as, indeed, all teachers of television are supposed to do by the current ridiculous state of the copyright laws. Its usefulness lies in its recognition that no television offers a simple, "unbiased" window on the world, and in the pointers it offers to ways in which "Media Education Across the Curriculum" may be made a reality. (See also page 42)

The massive *Making Sense of the Media* has just arrived with a resounding thud, not from the presses. Interested teachers are recommended to take a look at it for themselves - there is certainly a lot of good material in its 400-odd pages.

Damp. Ample scope is offered for independent investigation, especially by choice episodes as "Peggy's Big Chance", from *Hi-de-Hi!*.

The problems with the pack include disconcerting shifts in tone between the assertive and the interrogative - between stating categorical opinions and opening up areas of debate. Its authors, who declare their own (obviously genuine) liking for sitcom, do not seem sufficiently able to tell what their readers will be happy to accept immediately, and what needs explanation and justification.

To put this another way, there seems to have been confusion among the writing team or the editors, or both, about where the "firm ground" lay. This is a perennial problem with comedy - it seems as though there is a systematic difficulty about dealing where a particular programme's sympathies lie - but it could create problems for inexperienced users of the pack. Questions about how to deal with gender and racial stereotyping (and student responses to this) still need further exploration.

These criticisms notwithstanding, this is a brave foray into an important, if difficult, area of work. Many media education teachers will undoubtedly find this pack helpful in working out their own strategies in the field. *Teaching TV Sitcom* offers a great deal of material, and is an extremely valuable source of ideas. The well-chosen examples are appropriately provocative - and sometimes even funny as well. The pack can be recommended with confidence to more experienced media education teachers.

Mike Clarke is Advisory Teacher for Media Education for Leicestershire.

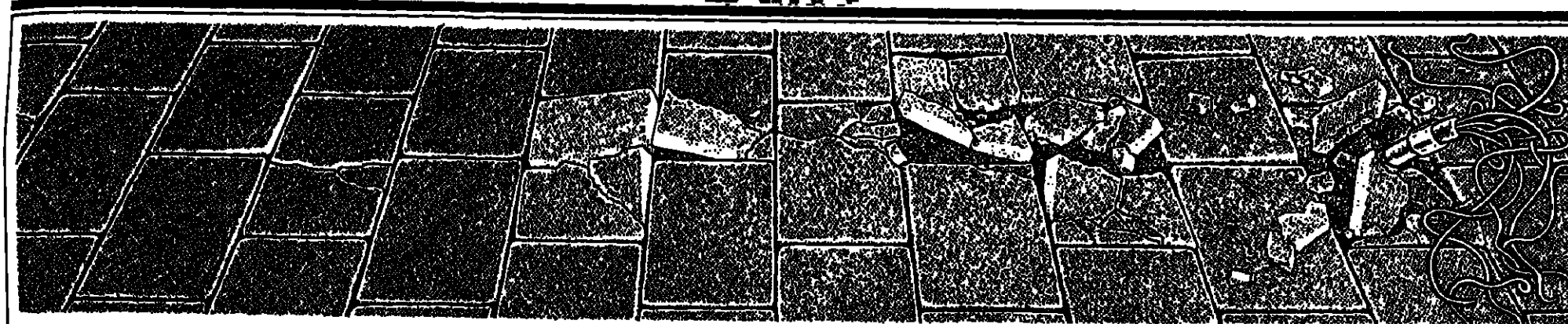


... in particular a pack for teaching TV sitcom

Pictures or Teaching Coronation Street: Comedy is notoriously tricky, but the impression remains that more work could usefully have been done prior to the pack's release.

Teaching TV Sitcom presents comprehensive background - or, as the Contents archly insist, foreground - notes on TV sitcom, including brief surveys of theories of comedy and of the history of sitcom. The bulk of the pack is taken up with detailed exercises based on videotapes made available for hire by the BFI Film and Video Library: exercises on the nature of sitcom and the characteristics of particular performers. Examples used range from the "routine" *Geoffrey* and *Mildred* to the "Great Tradition", represented by *Porridge* and *Rising*

EXTRA



The slow birth of cable

Cable TV has arrived but most of us have never seen it. Nick Baker finds out why and looks at what it offers the lucky few

Nearly a million British front doors are passed by cable bearing television signals. The figure includes the front doors of schools and colleges as well as homes. However, from this number of potential customers, only 130,000 have actually subscribed, and of these, most are plugged in to the old broadcast relay systems installed long before cable was mooted as an extra option for the viewer. This type of system, generally carrying four to six channels, was put in to areas with poor reception.

The new cable systems, slowly sprouting in towns like Aberdeen and Windsor, can carry up to 30 channels and have the capacity to be used two-way, allowing the subscriber to become a communicator as well as a receiver of programmes and information.

It's this facility that had media stargazers jumping up and down in their armchairs in the late seventies and early eighties. Taking the American picture as their guide, they predicted a screen revolution in which you could shop, bank, learn, and communicate from your front room, as well as having the pick of mainstream and minority interest TV. The jumping up and down has now stopped. Cable is existing on very slowly, particularly for education and community use.

To explain this, it needs to be made clear that the slow birth of cable has little or nothing in common with the inception of either BBC or Independent Television. John Davey, Director General of the recently-formed Cable Authority, points to the "philosophical difference" between the two. Broadcast frequencies - space in the airwaves - had finite limitations, necessitating a stringent control of programme content. A "public service" element in both BBC and IBA charters is compulsory. Cable, though, isn't limited, and the law relating to it (*The Cable and Broadcasting Act, 1985*) isn't nearly so stringent.

"The law makes companies think about these things (public service programming) and see if they are possible," says Davey. The Cable Authority has to look at how realistic the ideas are before granting a licence. However, the law doesn't give any ruling on how much educational, minority or access programming is to be made available, nor does it say when it has to be made available or who should pay for it. Davey agrees that the agenda for the development of cable is set in the market place. In other words, until the "mainstream" output of cable penetrates more of the market, there is likely to be little development in the other areas.

What does this mainstream output consist of? Depending on where you subscribe and what sort of system there is, there's a possible choice from between four to nine channels at the moment. In a newly-cabled, nine-channel area, you might choose from general entertainment from the Sky Channel, films from either Mirror TV or Premier, sport from Screen Sport, pop and rock from Music Box and an all-day running of the Children's Channel. These six are the staple. In addition, you might have another couple of smaller movie channels, the Arts Channel and TV 5, a compendium of the best French-language programmes from Europe, currently on line in Croydon, Swindon and Aberdeen.

Arts Channel

The entertainment bias is obvious, but the ethos of cable seems to be that to start a new market economy, the quietest wares have to go on show first. The Arts Channel, though, which

describes itself as "unashamedly specialist", is an exception. Founder (and ex-Liberal President) John Griffiths points out that on broadcast television the proportion of serious programming has fallen by 50 per cent over the past 20 years. Not that the Arts Channel approaches on *Arts*, *Omni-bus* or *South Bank Show* territory. The emphasis is on complete performances of plays, opera, ballet and music.

The channel is therefore likely to have a lot of "buff appeal", at cost far below its broadcast cousins, because of the use of new technology and a less stringent policy on manning. *Country House Concerts*, for example, features chamber music and solo performances against appropriate backgrounds. But the "whole performance" approach works better for chamber music than ballet or drama. The idea of recording plays and ballets that were conceived and directed for the stage rarely works, because stage conventions are a million miles from television ones. However, the Arts Channel will provide some prestige shot-for-cable docu-dramas, like the Tony Palmer/John Osborne collaboration on a biography of Handel, starring Trevor Howard and intriguingly called *God Rot Tunbridge Wells*.

The Arts Channel may well benefit from its scheduling policy, which is to allot a different subject each day. So Monday is for literature, Tuesday is ad hoc, Wednesday is drama and opera, and so on.

Children's Channel

The Children's Channel, which recently celebrated its first birthday, is being hailed as a cable success story. It's the second most popular, and at its peak viewing period it outstrips broadcast TV in terms of the number of children watching it in cable areas. It broadcasts between 7am and 3pm, seven days a week, in the shape of two two-hour magazines, played out once in the morning and repeated in the afternoon.

Roundabout, for older viewers (about 8-13), features an enormous amount of cartoons, ranging from the popular - and unimaginative - American space epic to the European "arty" style animation. There's a series of "How it works" - type programmes, *Bob's Your Uncle*, shot cheaply and effectively and dealing with subjects like the theory of flight, and some studio-based magazine output, obviously aimed at adults as well as children. The conspicuous absentee is the expensive drama series.

Jack in the Box, for younger viewers, seem gratifyingly aware of the demand for pre-school learning, with lots of picture-book-style story telling, animated nursery rhymes, and an ever-so-simple studio-shot *Alphabet Game* series, each programme dealing phonetically with a different letter.

Magic Corner, which operates in the same sort of area as *Play School*, makes a fairly radical departure by featuring toddlers on the screen, having a jolly good time with sand, water and so on. This will cause raised eyebrows among the TV for toddlers producers in BBC TV's children's programmes was that "it seemed like a party taking place on the screen which excludes the child watching at home."

"There's essentially no difference between us and broadcast children's TV," except we're on when they're not," says Dan Maddicott, the channel's programme controller. The lack of drama is due entirely to the expense, of drama is due entirely to the expense, despite new technology and manning agreements, and Maddicott doesn't see a change in the next few years.

At weekends, when there is both broadcast and cable children's TV available, the Children's Channel doesn't attempt to compete. *Comic Cuts*, its new behind-the-scenes look at the world of comics and cartoons is gaining in strength against *Saturday SuperStore*, though.

Education Channel

An education channel? There isn't one. The planned Key Channel, to have been run by Wyvern Television, would have provided broadly-based adult education material funded by low-key sponsorship and advertising. Plans are currently deeply frozen, the result of lack of potential subscribers. In fact, it's the general cable "slump" which has driven public service programming even further down operators' list of priorities. Those attempting to remedy this have little confidence in the legislation's power to ensure access, community or educa-

tional programming. One leading educational technologist describes it as a "fig leaf" - an appropriate metaphor when you consider that the Cable Act devotes twice as much space to protecting us from obscenity as to providing us with access and improvement.

There are a few chinks of light. Aberdeen looks like being the first British town to get its own dedicated educational channel, courtesy of an already-working management structure from all the local educational institutions. Initially the output will be INSET material, taken "off the shelf" from Aberdeen College of Education's TV department, and pilots will start next term. This against a background of nil funding, and the recent axing of the university TV service and the complete Aberdeen Cable news team.

In Coventry, a group of eight unemployed young people are being trained to use the hardware necessary for making access programmes to put on COLT - Coventry's Own Local Televi-

sion, although the outcome of the project isn't assured.

In Guildford (whose cable channel won't "go live" until next year) there's an MSC/DES-funded scheme developing "interactive" training packages, which will allow workplace or home training, with trainees being able to "answer back" and request additional material using the same fingerpad as for home shopping or banking.

But it's these more commercial applications of the technology, together with the entertainment-oriented TV output, which will lead the development of cable. At the moment, the problem is to convince the British viewing public that they want even more television to watch - when most seem perfectly happy with four channels and a video recorder. Meanwhile, the community and educational sectors - the areas in which cable could be truly innovative - have to satisfy themselves with crumbs from a rather meagrely-laid table.

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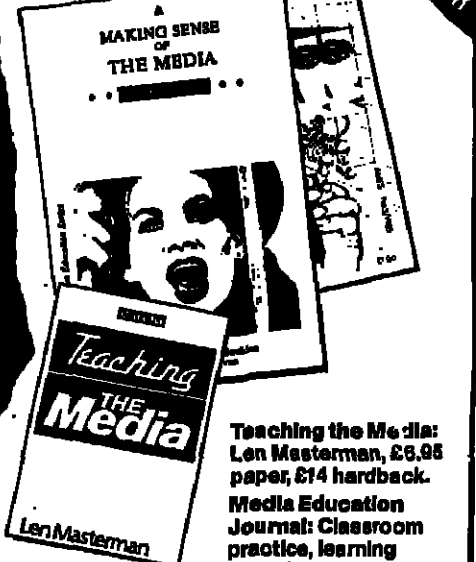
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Two years ago the Education Resource Service, Nottinghamshire, were fortunate enough to locate a well-researched manuscript and associated documents and period photographs associated with the above tramway company. The author, Laurence Marston, generously offered the copyright material to the Authority and out of this 6 years research the concept of a full-length video of the "Ripley Rattlers" was conceived.

The "Rattlers" were tramcars which travelled between Ripley and Nottingham, a distance of 15 miles, and was by reputation the longest and most dangerous tramway in Britain. The route abounded with steep hills and severe bends which in turn produced accidents and incidents which all have been skilfully recreated. It portrays people, places, events, along the route through D.H. Lawrence country and indeed was the same tramway which carried the bodies for Lawrence's short story "Tickets, Please". In addition to the history of the tramway being faithfully recreated, video is made to Budon Picture Palace, Cudworth, local mines, grocery stores, factories, railways, all along the "Rattlers" route.

The 27 minute video has broad appeal, both by way of content and audience, children, teachers, transport enthusiasts, scholars of Lawrence, and is available at the reasonable price £17 + postage and packing. Anyone ordering a video, available in both VHS and Betamax, should make their remittance out to:

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Sign of the times

Tim Cornish looks at how the Educational TV Centre in Dover could play an exemplary role in media education

The history of Educational TV is littered with failed experiments, caused often by expensive, cumbersome and inadequate equipment, but also by the unrealistic expectations of administrators. It is a tribute to the resilience of Kent County Council's Educational TV Centre in Dover that it has survived the most unpromising of beginnings.

In Dover in 1969 the idea was that tapes made by teachers in their "spare time" and programmes recorded off-air would be piped by land-line into Dover schools operating a common timetable. The problems of the scheme were considerable, not least because the cable proved vulnerable to lightning strikes and when the first video recorders began to appear in schools, the lines went dead and the scheme folded.

What survived, however, was a television studio, and a production team, which has now developed expertise in several areas, most notably in cost-effective, small-scale production work. Over the last five years the centre has been largely re-equipped, not from hard-pressed i.e.a. capital budgets but from the stage-by-stage use of revenue budget and earned income.

The new class of non-broadcast video equipment which has developed over this period has decreased costs dramatically. Ian Kilbery, the centre's director, calculates that the real cost of video cameras, for instance, has decreased by three times over a three-year period. New "low-band" equipment is now both portable and cheap to maintain. The purchase of new equipment represents a substantial saving on the cost of technician time spent in keeping obsolete gear in working order. As this equipment is updated, so more and more effects can be generated. Some of these can also have cost-saving implications, like "chroma-key" which can obviate the need for set-building. The ETV Centre at Dover has shown that adequate technical standards can be achieved without the considerable capital expense of providing broadcast quality equipment.

Video production

The centre's production team of five staff has specialised in video production set in the classroom. Examples of good practice for use in in-service courses can be effectively produced by a crew sensitive to the classroom environment. One support tape, for instance, has been made as part of the Kent Maths Project (KMP).

In action at the request of the county's maths advisers who were involved in both recording and editing processes. Through the centre's own tape distribution library and the County Film and Video Library the tape can be used to help the handful of county maths advisers in their task of dealing with over 800 schools.

Another production for the Secondary Science Curriculum Review provides illustration of how girls can be discriminated against in science lessons. A tape, says Ian Kilbery, can give more effective illustration of classroom practice than an in-set presentation and can cut costs of day-release or residential courses.

As the cost of trips out of school becomes increasingly restrictive, so the ETV Centre sees a function in the production of tapes which can either prepare children to make the most effective use of visits or be used to replace the visits entirely. The centre now has a comprehensive list of tapes covering such attractions as archaeological digs, an open-air museum, Canterbury Cathedral, a local water mill or Richard Stilgoe preparing school parties for visits to Glyndebourne.

"It is a sign of monetarist times that educational institutions feel the need to justify their existence in terms of commercial activity."

The centre depends for its existence on keeping a productive mix of clients, between county departments such as careers (one tape contains mock interviews) and external agencies like the Schools Council which funded, as one of its last acts, two video productions on computers in the curriculum. A series of tapes on technology in the primary school is evidence of the suitability of video for introducing new curriculum elements to teachers, while tapes on rock climbing for the mentally handicapped or dance in the special school show the versatility of the medium.

Tapes are widely distributed in the county on free loan or by a system whereby schools send in blank tapes and receive free copies of ETV Centre programmes in return. A number of tapes are sold outside the county, which helps the balance sheet which in turn purchases new equipment.

It is a sign of monetarist times that educational institutions feel the need to justify their existence in terms of commercial activity. Like arts institutions which replace old-fashioned terms like "subsidy" with new-fangled "investment", this is dangerous ground, unless such arguments are used alongside cultural and educational justifications. An organization such

as the ETV Centre needs constantly to refine and review its objectives.

Production training

For a number of years the centre has been involved in production training, where teachers with groups of children would visit the studio to work on production projects. Ian Kilbery has found that the resources needed to do this work on any significant scale are beyond the centre's scope and so the training priority is now directed towards teachers, who either visit the centre for in-service production training courses or are trained in schools by the production team from the centre who have a stock of VHS equipment for loan to teachers.

The history of educational TV, besides being littered with failed experiments, has also been written in part by those who subscribe to the merely vocational or technicist approach. Video production skills have often been taught as though they were sets of rules which must first be learned and then followed without deviation. Fortunately, there is an awareness in Dover of the inadequacy of this approach and of the need to integrate media theory with practice.

For four years now, the centre has been host to one of the longest-running series of in-service media education courses in the country. Once a term, the Kent Media Studies Association organizes a day event in conjunction with South East Arts and the British Film Institute's Education Department. Between 30 and 60 secondary and further education teachers regularly sign up for study days which introduce teaching approaches and materials for use in the classroom. The centre also administers a BFI Resource Bank with books, periodicals and teaching materials for loan.

The centre is collaborating with the DES Regional Working Group on "Popular Television and Schoolchildren" and is capable of giving vital assistance to the development of media education in the county, especially in the primary sector in conjunction with nearby Christchurch College, Canterbury, where media education is the training of primary school teachers is to become a specialism.

So, from the most unpromising of beginnings, the ETV Centre in Dover has developed into an organization which has a blend of technical and theoretical activity, and links with every part of the county's education system. It is just the sort of institution which other i.e.a.s may need to establish to cope with the task of introducing media work into every school.

Tim Cornish is Film and Television Officer for South East Arts.

An eye to the future

Give us a breathing space, the video retailers cried – and won. Barry Fox reports



of cut-throat competition.

All the major manufacturers are now equipped to mass-produce VHS cassettes at an astonishing rate. So the cost of feeding a VHS machine is cheap and will remain cheap.

In comparison, the cost of feeding an 8mm machine is high because only a few firms are making 8mm cassettes. Also the 8mm cassettes have to be coated with special pure metal powder, instead of the magnetic metal oxides used for VHS. This makes production more difficult. A 90-minute 8mm cassette costs £11, so pound per hour, it is at least four times more expensive than VHS.

Both formats, VHS and 8mm, can be run at half speed to double playing time per cassette; but the ratio of cost per hour remains the same. A two-hour cassette for 8mm, which runs for four hours at half speed, is just becoming available. But just as long-play cassettes were scarce when VHS first appeared on the market, there may well be temporary shortages of long-play 8mm cassettes.

Supply of 8mm tape will increase, and prices fall, only if the tape manufacturers think it worthwhile to switch production from VHS. For the time being at least the 8mm market will be led by Sony, which has everything to lose if it fails. The company has burned its VHS bets and is gambling everything on 8mm.

Pre-recorded software on 8mm is promised by Sony and some should be available by Christmas. But initially this will be only feature films and music

videos. Although the duplicating companies are installing 8mm equipment to produce pre-recorded cassettes, it will be years before the selection of material on 8mm comes anywhere near VHS.

"For the first time ever the people selling hi-fi and video said what everyone has been thinking – that consumer electronic technology is moving too fast for its own good."

On the face of things, then, there seems no reason for schools even to consider switching from VHS. The situation, however, is not as clear-cut as that. Although 8mm video is now being offered as an alternative, with Sony selling table-top decks which record programmes off-air for time shifting, the format will initially make its mark for portable camcorders. The tiny cassette, around the size of an audio cassette, and the miniature mechanism which is at the heart of any 8mm recorder, have already enabled Sony to offer Handycams. This is a point-and-shoot combined video camera and recorder which quite literally sits in the palm of a hand. Picture quality is excellent.

Technically 8mm outstrips VHS, simply because when VHS is de-

signed, tape coatings and recording heads were primitive. Because, commandably, JVC has maintained compatibility between old and new VHS machines, there can be no change in the basic recording format. From an engineering standpoint, it would be easy to upgrade VHS and improve picture quality, but tapes made on new machines would not then play on old machines or vice-versa. Only the launch of a new format, with no need for compatibility, can take advantage of recent developments in tape coating and head construction. This is what 8mm has done.

There has in fact been a steady improvement in VHS picture quality over the last 10 years. On TV screens of reasonable size, the VHS picture is perfectly acceptable. The defects only really start to show when an attempt is made to project the image on to a large screen. But schools will seldom need to do this; 16mm film remains the ideal medium for large-screen projection. The VHS picture also starts to degrade if an attempt is made to copy a tape through several generations – but schools will seldom want to do this.

Although 8mm offers digital sound in stereo, the VHS format has for several years now offered stereo sound in FM hi-fi. There is little if anything to choose between the quality of the two systems. Some 8mm machines, like the latest Sony table-top deck, offer the option to switch out picture recording and use the whole tape width for PCM sound. This enables a 90-minute cassette (run at half speed) to record up to

18 hours of stereo. The recording is not continuous because the same cassette is used six times over, with the tape rewound each time. The machine automatically records on a different section of tape for each pass.

Although this is technically exciting, and a very useful feature for some special circumstances (eg background music), the advent of DAT (probably around this time next year) will offer long and unbroken playing time from a tiny audio cassette of completely new format. DAT offers audio quality directly comparable with compact disc digital audio. Incidentally, it is not compatible with 8mm.

Schools with an eye to the future may well wish to consider the purchase of a least one 8mm camcorder. This does not represent a full commitment to the 8mm format. Because video tape cannot be edited by cutting and splicing, any attempt at producing an edited video programme requires the use of two recorders. Although the very small 8mm unit, Handycam, does not replay tapes (it only records them), the other Sony 8mm camcorders can be used both to record and replay. An 8mm video tape shot on the camcorder can be replayed into a VHS recorder to produce a final edited video tape on VHS format.

The choice for VHS camcorders is essentially between either the JVC Video Movie, which uses the miniature VHS-C cassette, or the Panasonic VHS Movie, which uses a full-size VHS cassette. VHS Movie is inevitably smaller. Video Movie is smaller, but the cassette playing time is limited to half an hour. Also the VHS-C cassette must either be replayed in the camcorder, or loaded into an adaptor for replay in a standard deck.

By experimenting with an 8mm camcorder, schools and education authorities can leave their options open. They will be able to use and evaluate the new format. If they like what they see, they will be in at the beginning of what many people believe will be the next era for revolution in video – 8mm miniaturization with combined TV sets and playback units for personal use. But few people believe that 8mm will oust VHS. Even Sony talks about the two formats coexisting. The power base held by VHS is unshakable.

Recipe for success?

George Kirkland on the new Certificate for Media Education in Scotland

Aberdeen, Jordanhill and Moray House – three of the Scottish colleges of education – are about to launch new courses for the first Certificates in Media Education in Scotland. These are aimed at experienced teachers, lecturers and community education workers who want to tackle the problems of developing media education courses in the primary, secondary or further education sectors and outside the formal education system.

Developments in media education in Scotland over the last six years, as in the rest of Britain, have been very rapid. In addition to a national Association for Media Education, there are regional groups, funded research and development programmes, Scottish Council for Educational Technology initiatives and significant developments within the curriculum. There is also an enormous task of in-service education which is being tackled by the above agencies, the local authorities and the colleges of education. The new certificate courses are being developed as another approach to the problem.

Two distinct curricular models can be discerned in current practice in Scotland. In the first, which is subject-based, media education is taught by a single department or elements of it are taught independently by a number of departments. In the second, interdisciplinary model, media education is taught as an integrated activity, possibly using linked contributions from a number of subject departments. In primary schools and in non-formal education, the interdisciplinary model is likely to be the more appropriate one. In secondary schools and, to a

large extent, in further education colleges, variations on both are found.

Making decisions about which model to adopt is a complex matter and could depend on such things as the curricular philosophy of the institution, the skills and experience of the staff and the relationships which exist among them. However, no matter which model is adopted, the training needs are the same – a broad understanding of media education, knowledge and experience of methodologies and curricula appropriate to each of the models, and an ability to select and adapt them to fit particular circumstances.

For example, an English specialist teaching an element of media education within an English course should know about media that is being taught and what that is being taught can be linked to aspects of a modern studies or social studies syllabus.

It is on this belief that the philosophy of the new certificate course has been founded. Add to that our experience from an existing diploma in Educational Technology, where the participants are drawn from all sectors of education and a wide range of disciplines, and you arrive at the starting point for our recipe – a broadly-based course in media education, in which the existing skills and experience of the participants from the different sectors and disciplines will be used.

What then to include and what to leave out? The final conception reached consists of four 30-hour modules labelled "Media Theory and Analysis", "Course Design and Methodology" and "Media Production Skills". These will be linked by key activities which are simulations of various types requiring the course members to apply and integrate the skills and knowledge acquired in each of the modules. To stress this integration further, the course will culminate in a course design and implementation assignment in which the student will plan, implement and evaluate a section of a media education course and produce a final report on that activity.

As the Jordanhill certificate course is a part-time one extending over two terms, the teaching will take place in the evenings, at weekends and in one of the vacation periods. A small proportion of open learning will be used with the intention of developing it in time. The certificate course has been planned as the first stage of a two-year course leading to a diploma with a further study time of around 240 hours. This diploma will afford the opportunity for specialization in at least one chosen area.

An interesting feature of the planning which has gone into the three certificate courses is the way in which the colleges have met regularly to ensure that the courses are comparable in terms of content and assessment. This, along with their modular structure, facilitates credit transfer and the continuing dialogue has paved the way for sharing teaching and learning resources.

There are, of course, differences in the organization and timing of the three college courses, and the above details relate to the Jordanhill one. But, as in the baking of all good cakes, we will be looking to the other colleges to see who has found the best way of dropping in the currants.

George Kirkland is Head of the Audio-Visual Media Department at Jordanhill College of Education.

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Both tapes contain irresistible animation sequences drawn by Steven Bell. They feature the adventures of two young penguins moving through Thatcher's future of low-tech jobs in

Malcolm Allen, a former teacher, is an independent TV producer.

The booklets are well designed and clearly laid out, with amusing and interesting drawings, and plenty of relevant activities for the supervisors. The audio cassette contains examples of good and bad supervisor training practice. The pack users are encouraged to make their own assessment of the cassette examples, and feedback is provided in the text. The audio cassette is well integrated and produced, and the potential advantages of video on

There was far too much exhortation from the link man (more about him later), too many talking heads, plenty of examples of bad practice (because that's funny), but very few examples of good practice. This was particularly frustrating, because the examples of good practice were interesting and



Twenty-four of these videos are now available, covering a wide range of writers, including the following: Raymond Williams, G. Ballard and Joseph Heller. (Only two of them, however — Allen Ginsberg and Stephen Spender — are poets; a niggardly proportion.) The second party is written by two, Thomas Amis talks to Ian McEwan, A. S. Byatt to Iris Murdoch, and Arnold Wesker to David Edgar. The results are rather uneven, if a sample of five — Byatt, Ellen Kuzwayo, Mario Vargas Llosa, Angela Carter and Maurice Sendak — can be taken as a fair reflection of the series.

One expects from such conversations partly the satisfaction of biog-

Almost the only exception is Angela Carter, who, answering Adam Mars-Jones's charge that her work lacks formal consistency, defends her "inability to keep categories apart" as "a very real strength" and "a contradiction made myself." Very well then, I contradict myself, / (I am large, I contain multitudes).

From a biographical point of view, the most interesting of his batch are Ellen Kuzwayo's descriptions of her upbringing as a black South African girl, and Maurice Sendak's charming and witty account of his background and his books. The "wild things" within their "chainaw teeth" and "glittering eyes" are, he informs us, "flattering portraits" of his relatives, "and extremely accurate depictions of the nature of children's imaginations and to his defence of his work against adults who attack it as unsuitable for children.

Another merit of Sendak's conversation is that he ranges much more widely over his work than the others, who tend to confine themselves to one book. Some of the more stimulating moments come, consequently, when the discussion is opened out to the audience and generalized. Vargas Llosa, in particular, uses such an opportunity well to explain his attack on Günter Grass for suggesting that a Western-style liberal democracy is inappropriate for South America and that a "Cuban solution" is a better option.

The videos have their moments but, perhaps because of their hybrid public/private nature, they seem to be more like a series of conversations than of conversations. A conversation at its best can contain unexpected twists and turns, free associations, trawls, the sense of joint exploration. This may be more shapless but it also has a genuine clarity.

That some of this can be captured even on film was shown in a recent Channel 4 interview with the poet Geoffrey Hill, who was provoked by Hermione Lee's questions into a crystallized and surprising response that would say that I am a radically traditional poet who finds himself at the moment at odds with a temporary but powerful convention . . . which says that poems are word photographs.

It is part of this conversation, and almost unexpected self-definition that's missing in these videos.

This 27 minute, colour, prize winning film is available on free loan in 16mm cine or Video VHS or Betamax systems. It can be accompanied by a war blinded speaker. The service is not an appeal. There are no fees or charges for expenses except return carriage on film loans.

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The Amazing Adventures of Tube Women is a response to surveys which reveal that women are extremely badly represented in technical employment in the broadcasting industry. ITV statistics reveal that only six women are camera operators out of a total of 343 such jobs; there are no exterior camera operators (total 43 jobs), no supervising editors (19 jobs); and eight editors out of a total of 138. The situation at the BBC is similar.

Teachers who had tried out the video in their schools spoke enthusiastically of pupils' reactions. For pupils wanting more information, the producers, New Girls Network, have produced an accompanying leaflet which gives more details on the jobs and is more sanguine about the competition, the tenacity and the motivation required to get one. It emphasizes the need to get Science O and A levels to be eligible for technical jobs, and lists books to read and people to contact.

Carolyn O'Grady

Strong Kids Safe Kids has the familiar *iar* Hanna-Barbara, *Seesame Street* type format, with an additional English footage of pretty young guides with a group of (relative to the American kids) rather shy English children. Our Hollywood guides for the bright and colorful scenes are "Fonz" and "Yogi Berra Smurfs." There are songs, first-class photography to hold children's attention, and some simple phrases for children to remember in all situations. One is "No" "Go" "Tell," in which the children are urged to say no when they feel doubtful, to get out of a tricky spot fast, and tell someone they trust. Children are also taught a particular honking sound to use in emergency. Fonzie promises - "It is never your fault" - you better believe it.

At 40 minutes, it is intended to be broken up into sessions. It is a very watchable production, though perhaps the certain gluing does drag the program a little from the message. But the program is very carefully planned and described and should be very effective in involving children, parents and teachers in considering relationships in general, as well as abnormal ones. At one point, for example, the film goes black and people are urged to talk and listen to each other.

Better Safe Than Sorry is in two

But the second part for teenagers is particularly valuable and pertinent as this age group is still without this sort of help. It insists that no victim of rape (including date rape, where a girl, who only expects a little petting, is overpowered on a date) is ever at fault, and shows how girls and boys can unwittingly find themselves in situations that become impossible to get out of. It is powerful and direct, involving testimony from teenagers who have been victims, and should be very effective. But the quality of film is not good.

The over-riding messages that emerge from these videos is that children have to be encouraged to say no to intrusion which they don't want. Because we teach children to be obedient, it is difficult to help them understand that sometimes they must speak out and stand up for themselves against an adult - something which takes courage and a sense of self-worth in the child to accomplish.

To help a child to understand that some relationships are OK and some are not is not easy. The more specific the instructions the better, and the more involvement the children have with the ideas in the form of interaction with supportive and accepting teachers and parents, the more likely they are to learn these initially subtle distinctions.

Featuring Donald Denman (Cambridge University) with Jack Wiseman (York University), this Hobart Video explores the fundamental question of how the distribution of property rights will affect the exploitation of the natural resources of two-thirds of the world's surface . . . the seabed. Timely background to the current worldwide debate (including the UN's Law of the Sea Convention) on the future of one of mankind's new frontiers.

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Supplementary Pack
Open University £7.50

A joint venture between the Open University, Channel Four and Faber and Faber, *Looking Into Paintings* is aimed at those who enjoy seeing pictures in galleries and books but rarely spend more than a few seconds looking at them. Yet, paradoxically, the authors assume that this interested minority will take time to watch six half-hour TV programmes, read a book and, hopefully, listen to three audio cassettes while they look through a pack of illustrations. If they do, it will probably be because the majority of subjects discussed fit the academic categories of portraiture, landscape, still-life and narrative. The programme on abstraction and the chapter called "Philosophy Looks at Painting" are certain to attract fewer people.

Perhaps the hoped for ideal is that the audience for the TV series will progress to the rather more demanding book and on to the additional material but the more likely outcome might be that one group will watch while the other reads. This would be unfortunate for, although they share the same themes, programme and book contain different but complementary material. What they have in common is a very welcome interrogative approach, using relevant information to raise questions about how we see and interpret pictures as much as how and why they were painted. In this way, the authors begin what could become a continuing

dialogue between viewer and painting. Bringing together statements by the artist, friends, critics and the general public, it encourages us to think more deeply about our own responses. On the screen, greater immediacy is added by having a living painter discuss his or her work. The introductory programme, "Meanings", had Richard Hamilton talking about "The Citizen", a deliberately ambiguous interpretation of an H-bomb prisoner. Documentary footage showed these

long-haired men wrapped in blankets shouting to each other from their turtlenecked cells, but while Hamilton's starting point had been a still from this sequence, his title had come from a passage in James Joyce's *Ulysses* which he was illustrating at the time.

The perverse element in the picture became more clear when Hamilton told us that, "90% of the time, an artist is thinking about marks", and showed how painstakingly he had recreated



Richard Hamilton with a photograph of his painting "The Citizen"

those made by the prisoners. (Were their marks not a kind of protest art?) The ironic detachment of Hamilton's aesthetic position was underlined by comparing the geometrical perfection of Uccello's "Rout of San Romano" ("made not as a document but as a decoration") with the "squares and squares divided". The H-bomb inmates clearly saw themselves as martyrs or saints, Hamilton had tried, "to avoid anything that was specifically one way or the other".

In this first programme, Alistair Smith told us that, "People expect great art to be real or lovely", but as his subtitle announced, his intention was to show that, "Art doesn't imitate life". If any viewer remained unconvinced, they should watch the one on portraiture where Maggi Hambling is interviewed. Death masks, passport photos and figures in Madame Tussaud's support the view that verisimilitude is paramount. Painted portraits do not. Hambling uses marks on the canvas to convey, "what is going on inside a person", yet for her, the result is, "a painting first and a portrait second". Faced with an unknown sitter, how else can we respond?

The book pursues this and other questions surrounding portraiture much further and includes a detailed case study of Graham Sutherland's portrait of Sir Winston Churchill. This chapter and the related TV programme alone could provide a wealth of resource material for teachers, but considering the wide appeal of portraiture and narrative painting and the coincidence of landscape and still life with GCE syllabuses, every school would be well-advised to invest in both the book and the additional material.

As with other C4 programmes on art and design, six-thirty in the evening is a good time to get school children to watch. It would have been better still if it had been during school hours.

briefings

radio & tv

For Schools

GOING PLACES

(Monday, 10.11, Friday, 11.44TV)
The last in this series to encourage seven to nine-year-olds to take an interest in their environment. "On Holiday" follows a family as they plan their holiday, map their route, arrive at the hotel and explore the resort.

ENGLISH 11-13

(Monday, 11.22 BBC2)
What is the best way to interest readers? How can you set a scene using only words? "Start Here" is a specially acted piece of narrative drama left at an inconclusive moment, in the hope that children will continue and develop the story.

TWENTIETH CENTURY WITNESS

(Monday-Friday, 00.30 VHF4)
Twentieth century history topics such as the Great War, the General Strike and Life in the Depression for "O" level students.

MY WORLD

(Tuesday, 10.09, Friday, 11.29 ITV)
"Party time" helps four to six-year-olds plan birthday and Christmas parties, wrap up parcels and play games.

UPDATE USA

(Tuesday, 10.38 BBC2)
Granville, Mississippi is the "Deep South Town" featured in the last of these programmes for 13 to 16-year-olds. Shows the extent to which industrial development has worked its way into an area which used to be one of the USA's most backward regions.

A SERVICE FOR SCHOOLS

(Thursday, 9.10 VHF4)
The popular story of Baboushka is told by Johnny Morris and is accompanied by a filmstrip. For eight to eleven-year-olds.

MATHS COUNTS

(Thursday, 9.36 BBC2)
Wendy and Steve are still helping their uncle in his building business. In "Olive a Third, Take a Quarter" they come across elementary fractions.

LIVING LANGUAGE

(Thursday, 14.20 VHF4)
"Christmas Kaleidoscope" is a radiovision programme for nine to eleven-year-olds exploring the religious and secular traditions that form part of Christmas in Britain.

SCHOOL'S OUT

(Friday, 10.26 ITV)
Mark Miward asks "Work - Is there any future in it?" Looks at jobs and industries in decline, the expanding areas of microelectronics and service industries and the changes in attitudes to work and jobs.

Continuing Education and General Interest

COMRADES: WAR AND PEACE
(Sunday, 20.10 BBC2)
The second in this series about the USSR features the life of a recruit in the Red Army. Is he really learning to fight for peace or, as his parents fear, might he be sent to the war in Afghanistan?

METAMORPHOSIS
(Wednesday, 19.30 R3)
Tim Pigott-Smith is the narrator in Gabriel Jospovic's adaptation of Kafka's short story.

BRAZIL, BRAZIL
(Thursday, 19.20 BBC2)
A new series to show the two sides of Brazil - the one wealthy and sophisticated, the other wretched with 30 million starving people.

PRIMARY EDUCATION

continued

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PRIMARY TEACHING VACANCIES

A number of vacancies exist in primary schools from January 1986 or sooner in some instances. Applicants should be infant/junior trained, and applications are particularly welcomed from teachers with Nursery experience. Permanent and temporary posts available. The possibility of part time appointments will also be considered. Scales 1 plus £1,038 per annum Inner London Allowance payable. Application forms and further details available from the Chief Education Officer, Town Hall, Barking, Essex (s.a.s.) returnable as soon as possible. An equal opportunity employer. (101985)

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SPECIAL HEADSHIPS continued

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The Social Services Department envisages that the Holt Children's Centre will be a short-term care establishment catering for reception into care, emergency admissions and a smaller number of remand placements.

Applications are invited from teachers with suitable experience in working with children having social, emotional and behavioural problems and the imagination, initiative and flexibility to respond to a changing client base. The ability to work with colleagues in Social Services and the Police is essential. The successful candidate will be responsible for the day-to-day running of the Centre and for the special needs of children received into care.

Previous applications remain under consideration.

Application forms and further details from the Director of Education, County Hall, Leicester, Leicestershire, LE1 7RH, please, to whom applications should be returned by 15th December 1985.

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PREPARATORY SCHOOLS continued

Modern Languages

Other Assistants

GLOUCESTERSHIRE
GLAUCHESTER PARK SCHOOL
 Gloucester, Glos. GL1 2RW
 (01452 50721)
 Headmaster to teach French in co-educational preparatory school in the Cotswolds required as soon as possible. Must have experience of teaching French and be able to teach Normal French and Government Pension Scheme. Please apply with CV and telephone number of two referees to Headmaster, Gloucester Park School, Gloucester, Glos. GL1 2RW. (01452 50721) 205624

Music

Heads of Department

OXFORD
CHRIST CHURCH CATHEDRAL SCHOOL
 Oxford OX1 1QW
 (01865 203818)
 A Director of Music to take charge of school music is needed for January or April. CV and names of referees to Headmaster, Christ Church Cathedral School, Oxford OX1 1QW. (01865 203818)

Pastoral

Heads of Department

CLEVELAND
RESIDENT HOUSEMASTER/MATRONS
 (Residential) to take over the running of the school. Required for January or April for even experience in co-educational boarding and day school. Excellent salary and benefits. Please apply with CV and names of referees to Headmaster, Cleveland School, Cleveland, Cumbria. (01924 50721) 204918

Physical Education

Heads of Department

HAMPSHIRE

BOUNDARY OAK SCHOOL
 Bournemouth, Dorset BH10 2JL
 (01202 50721) 204918

A qualified Head of Physical Education and experienced Games Teacher to take overall charge of these areas in this day-co-educational boarding school of 140 boys. Salary above Burnham scale and excellent benefits. Please apply with CV and names of referees to Headmaster, Boundary Oak School, Bournemouth, Dorset BH10 2JL. (01202 50721) 204918

COTHILL HOUSE
 NEAR ABINGDON OXON
IAPS 170 BOYS (BOARDING)
 Wanted: Lively, enthusiastic

BIOLOGIST/CHEMIST

Must be keen on games and boarding school duties as well as a full classroom teaching programme.
 Beautiful new laboratory equipped to a high standard.

Please contact the headmaster in writing supplying the names and addresses of two referees.

A D Richardson, Headmaster
 Cothill House
 Near Abingdon
 Oxon OX13 6JL
 (01235 204918)

Other Assistants

NORTH YORKSHIRE

CUNDALL MANOR
 Harrogate, York YO6 2RW
 (01430 50721)
 Co-educational boarding school in the Cotswolds required as soon as possible. Must have experience of teaching French and be able to teach Normal French and Government Pension Scheme. Please apply with CV and telephone number of two referees to Headmaster, Cundall Manor, Harrogate, York YO6 2RW. (01430 50721) 205624

Music

Heads of Department

SURREY
WALLS SCHOOL
 Wallingford, Oxon OX11 1JW
 (01491 203818)
 Headmaster to take charge of school music is needed for January or April. CV and names of referees to Headmaster, Walls School, Wallingford, Oxon OX11 1JW. (01491 203818)

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 Possibility of rented accommodation for the school.
 Burnham Scale 1 plus 10% London Weighting and superannuation.
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Other than by Subject Classification

Other Assistants

EAST COAST OF SCOTLAND

LATHALLAN SCHOOL
 Lathallan, Dundee DD10 1JL
 (01307 50721)
 Required for January 1986. Teacher with experience in co-educational boarding school to take a small class of 8 year olds in boarding preparatory school by the sea. Activities, games, music, drama, etc. Write with CV and names of two referees to P.D. de Jongh, Headmaster, Lathallan School, Lathallan, Dundee DD10 1JL. (01307 50721) 205624

Music

Heads of Department

SURREY
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Thyside Regional Council

Education Department

Applications are invited from registered teachers for the following posts:

TEACHER OF MATHEMATICS

ARBRATH ACADEMY

TEACHER OF BIOLOGY/GENERAL SCIENCE

FORFAR ACADEMY

TEACHER OF COMPUTER STUDIES

FORFAR ACADEMY

*TEACHER OF MUSIC

ST JOHN'S RC HIGH SCHOOL, DUNDEE

TEACHER OF PHYSICS

HARRIS ACADEMY, DUNDEE

*TEACHER OF TECHNICAL EDUCATION

ST JOHN'S RC HIGH SCHOOL, DUNDEE

INSTRUMENTAL TEACHER/INSTRUCTOR OF WOODWIND

Applications are invited from suitably qualified persons for the above full time post in primary and secondary schools in Dundee. Placement on the salary scale £6,900-£7,713 per annum or appropriate scale of the Scottish Teachers' Salaries Memorandum would depend on age, qualifications and experience.

*Applicants for these posts must satisfy the Roman Catholic Church Authorities as to their Religious belief and character. The closing date for receipt of applications for the above posts is

MONDAY, 9 DECEMBER 1985

Application forms and full details of the above posts are available, according to post annotation, from:

(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF.

(D) Divisional Education Officer, Floor 6, Nethergate Centre, 35 Yeaman Shore, Dundee DD1 4BL.

(1985)

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts.

PRIMARY

HEAD TEACHER - Gilmerton Primary School, Edinburgh. Responsibility Allowance £5,744.

HEAD TEACHER - Rosewell Primary School, Rosewell, Edinburgh. Responsibility Allowance £5,744 (subject to review).

SECONDARY

TEACHER - Forrester High School, Edinburgh. Mathematics.

TEACHER - Tynecastle High School, Edinburgh. Technical Education.

Salaries will be in accordance with the Scottish Teachers' Salaries Memorandum.

Application forms and full details of the above posts are available from the Head of Personnel, Education Department, Lothian Regional Council, 40 Torphichen Street, Edinburgh EH3 8JL.

Closing date for applications is 6 December 1985.

AN EQUAL OPPORTUNITY EMPLOYER

(0115) 20000

MUSIC TEACHERS: See prospectus for details

(0115) 20000

EDINBURGH MERCHANT COMPANY SCHOOLS

GEORGE WATSON'S COLLEGE

TEACHER OF MODERN LANGUAGES

Applications are invited for the post of Teacher of Modern Languages (both French and German to University entrance level) from January or as soon as possible thereafter.

Applicants must be registered, or eligible for registration, with the General Teaching Council.

Salary according to National Scales.

Applications including age, education, training and experience, together with the names of two referees, should be sent as soon as possible to THE PRINCIPAL, GEORGE WATSON'S COLLEGE, COLINTON ROAD, EDINBURGH EH10 5EG.

COLLEGES OF HIGHER EDUCATION

WINCHESTER

KING ALFRED'S COLLEGE Winchester

PART-TIME LECTURER IN MOVEMENT

The College wishes to appoint a person with a qualification in education, a specialist qualification in movement and experience, preferably recent, of working in a primary school. The successful candidate will be expected to teach two classes with B.A. and B.Ed. students. Middle class, a week over two terms from January 1986 to the current hourly rate of £13.55.

Further details from and applications to the Principal, King Alfred's College, Winchester SO22 4NR by 13 December. (05353) 340038

Service Colleges

HAMPSHIRE

MINISTRY OF DEFENCE

BURNHAM LECTURER

GRADE 1

at

AETW REME, ARMY AIR

CORPS CENTRE

Stockbridge, Hants

Applications are invited from suitably qualified persons to fill this post by January 1986.

The Aircraft Engineering

Wings REME, trains Technicians, Officers and Engineers. Applicants involved in the maintenance of Army Air Corps Aircraft and their associated equipment.

DUTIES. The successful

candidate will be required to teach up to BTEC Higher National Certificate level, the following subjects: Mathematics, Aircraft Electrical Technology, Aircraft Instrument Technology and Control Engineering.

QUALIFICATIONS AND EXPERIENCE. A Degree and/or Chartered Engineer with good relevant experience will be considered. An up-to-date knowledge of current Aircraft Systems is essential and appropriate teaching experience is required. An ability to teach Radio Navigation and Communications Systems at National Certificate level would be an advantage.

SALARY. In accordance with the scale for Teachers in Establishments for Further Education, England & Wales, i.e. £6,207 - £11,037 p.a. according to qualifications and experience. A pensionable allowance of each 1% of salary is also paid for the slightly longer working year.

The Civil Service is an Equal Opportunities Employer.

Application forms and further information may be obtained from Ministry of Defence, c/o Mr. Christopher Young, 200, Whitehall, London SW1A 2YT. Closing date for completed applications is 10.00 a.m. on 13th December 1985. (1446)

Fellowships, Studentships and Research Awards

CAMBRIDGE

ST. JOHN'S COLLEGE Cambridge

CHORAL STUDENTSHIP

EX-AMINATION

The College invites applications for a Choral Studentship of £60 a year, renewable for three years from October 1986, for which the voice trial will be held on Friday 10 January 1986.

Enquiries should be addressed to the Admissions Tutor, St. John's College, Cambridge CB2 1TF, to whom completed application forms must be sent as to reach him by 14 December 1985. 300000 (05351) 300000

Community Homes and Associated Institutes

Heads of Department

SALFORD

CITY OF Salford

EDUCATION DEPARTMENT

ENCOMBE PLACE

INTERMEDIATE

TREATMENT CENTRE

10/12 Encombe Place, Salford

Teacher-in-Charge, Scale 3

Required for January 1986 or as soon as possible thereafter

and experienced teacher to be responsible for the Educational input of this centre.

Experience in working with adolescents with special needs essential.

Please send a.s.a. for application form and further details to: Chief Education Officer, Education Office, Chapel Street, Salford M5 4LZ, to be returned by 6 December 1985. (103058) 400018

Adult Education

OXFORD

ST. HILDA'S COLLEGE

Oxford

A SCHOOLMISTRESS

FELOWSHIP

is offered, tenable in Hursley or Trinity Term 1987

Candidates must be practising teachers engaged in sixth form work.

Particulars may be obtained from the College Secretary. Closing date for applications is 14 February 1986. (01711) 300000

Athrofa Gogledd-dd Cymru The North E Wales Institute of higher education

COLLEGE OF ART & DESIGN, WREXHAM, CLWYD

LECTURER I IN GRAPHIC DESIGN

£6,207 - £11,037

Applications are invited for the above post from designers with graduate and professional qualifications to work within the College's B/TEC Graphic Design courses. The college currently offers B/TEC National Diploma in Graphic Design (with an illustration option), B/TEC Higher National Diploma in Visual Communication (with options in Graphic Design, Illustration and Medical Media) and B/TEC National Diploma in Audio-Visual Studies which includes an element of Graphic Design. The person appointed will work as part of a team of full-time and part-time staff, teaching across this range of courses. It is important that candidates have recent industrial and/or teaching experience within the area of Graphic Design with particular reference to either typographic design, package design or advertising design.

Further details and application form available from the Deputy Registrar, The North East Wales Institute, College of Art & Design, Wrexham, Clwyd. Telephone: Wrexham 368986. Closing date for receipt of applications: 8th December 1985. (1184)

The Civil Service is an equal opportunity employer

Ministry of Defence

MOD

EXETER

SECRETARIAL AND OTHER OFFICE SKILLS INSTRUCTOR

is urgently required to train adult disabled pupils. Applicants should possess a high level of oral and written communication skills, including shorthand plus a practical working knowledge of book-keeping and other office skills.

Enquiries to: Mr R. Spang, The Training Manager, St. Luke's, Exeter EX2 6EL, Tel: 55428, (02381) 380000

Further details and an application form are available from the Principal at the above address. Please send a.s.a. to quote reference no. AR15 85/8. Closing date for applications is 8th December. Interviews will be held on Tuesday and Wednesday 21st and 22nd January 1986.

Anon is an equal opportunity employer. (04871) 500000

HERTFORDSHIRE

HACOMING COLLEGE

Hemel Hempstead

LECTURER/TUTOR

ORGANISER

for Adult Basic Education

North Herts. Education

North Herts. Education

College advertisement in COLLEGE OF FURTHER EDUCATION

TYN action. (04584) 380000

NEWMAN and WESTHILL

2 Posts of

LECTURER II/SENIOR LECTURER

IN MATHEMATICS

The posts are in the Joint Mathematics Department of Newman and Westhill Colleges. The Department is responsible for a variety of Pre-Service and In-Service Teacher Education courses. These include Primary Honours B.Ed. Main Subject Mathematics and Teaching Methods Course, PGCE (Primary Mathematics Method) and a range of In-Service Diplomas and Certificates (at present mainly Secondary).

Post 1. Applicants must have recent successful school-teaching experience at Primary school level. It is expected that the successful candidate will possess a degree, or equivalent, in Mathematics and/or Education. The person appointed will be expected to contribute mainly to Primary Method courses, but the ability to contribute to the B.Ed. Main Mathematics course would be an advantage.

Post 2. Applicants must possess a higher degree in the Mathematical Sciences or have published research work of a comparable standard. Candidates should have some teaching experience. The person appointed will be expected to contribute substantially to the B.Ed. Main Subject Mathematics course as well as other aspects of the Department's work. An ability to contribute to the teaching of the Physical Sciences would be an advantage.

Newman and Westhill Colleges are in Academic Association and work to a joint academic programme and timetable. Staff may be required to teach at both Colleges. One of the successful applicants will be appointed to Newman, a Roman Catholic Voluntary College and the other to Westhill, a Free Church Voluntary College. Applicants should be sympathetic to the Christian foundation of the Colleges.

Further information is available from the Principal of either College.

Closing date for applications: 8th December, 1985.

Newman College

Genners Lane

Bartley Green

Birmingham B32 5NT

Westhill College

Wesley Park Road

Selly Oak

Birmingham B29 6LL

(7800)

Affiliated Colleges of the

University of Birmingham

Social Services Department

Instructor

STRAWFORD CENTRE, Horsham.

Salary: Grade IAMHTC - £8,555 to £7,746 per annum.

This Day Centre caters for up to 100 mentally handicapped adults and is situated on the outskirts of Horsham town centre.

It is expected that the successful applicant will have relevant experience of working with the mentally handicapped and must be a holder of the CSS, CDSW, Dip. TMA or a Teaching Certificate. Duties will include general workshop training and social/community training. An interest or skill in one or more of the following will be an advantage - music, sports, computers, art and craft, horticulture or outdoor pursuits.

For informal discussion and further details please contact Mr. R. Sheppard, Manager, on Horsham 51488.

Application form and job description available from the Director of Social Services, The Grange, Tower Street, Chichester, West Sussex PO19 1DT or by telephoning Mrs. Paula Capel-Smith on Chichester 777871, Quake Post No. QKD 030.

Closing date: 10th December, 1985. (10911)

west sussex

EDUCATION DEPARTMENT

Eden Valley School (Edenbridge)

Applicants are invited for the post of

Teacher/Youth Leader

for April, 1986, to organise and expand a challenging programme of social education activities based on a Youth Wing.

The post requires a half-time teaching commitment and applicants should indicate the area(s) of the school curriculum to which they are able to contribute.

This is a Scale III appointment with Outer London Fringe Allowance.

A Staff Development Policy, accredited by INSTEP, operates throughout the Youth Service in Kent.

Further details and an application form from the Divisional Education Officer, 68 London Road, Sevenoaks, Kent.

For an informal talk about the Youth Work aspect of the post, please contact Mr. C. Davis, Divisional Youth & Community Service Officer, on Sevenoaks 456668.

Closing date is Friday, 6th December, 1985. (10928)

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

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YOUTH & COMMUNITY

continued

CAMBRIDGESHIRE

Equal Opportunity

ST. ANDREWS CEIA

COMMUNITY JUNIOR

SCHOOL

Cambridge

COMMUNITY OFFICER

(Salary Scale 30-40, 975 -

1,000)

This post is a purpose-

built Community School

officer responsible for

community development

experience a challenging

opportunity to be involved

in the promotion of a wide

range of Community activ-

ity in the Chesterton area

of Cambridge.

Using the school the

postholder will be re-

sponsible for develop-

ing a range of commu-

nity projects in co-opera-

tion with the main local

authorities and groups

working in the area.

Flair, imagination and

initiative will be essen-

tial for this post. You

are encouraged to send

an application form

to the Head teacher,

St. Andrews CEIA

School, Chesterton

Road, Cambridge

CB4 1TE. Closing date

15th December 1985.

(04609) 440000

HARROW

HARROW EDUCATION

AUTHORITY

COMMUNITY

WORKER

Salary: N.C. Scale 2 -

£7,000 to £8,781 inc.

plus £1,000 for housing

allowance. Applications

are invited from men

and women with ex-

perience in the field of

youth and community

work. The successful

candidate will be re-

sponsible for the de-

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range of community

activities in the Har-

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HERTFORDSHIRE

COUNCIL

DE HAVILLAND COLLEGE

YOUTH & COMMUNITY

SERVICES DEPARTMENT

Experienced Youth and

Community Worker re-

quired to join a strong

team of professional

workers in the De-

partment. The post

holder will be re-

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LANCASHIRE

COUNCIL

LANEQUAY

OPPORTUNITIES

EMPLOYER

CHORLEY DISTRICT

YOUTH & COMMUNITY

FULL-TIME YOUTH

WORKER

Required from 1st March

1986. Salary: JNC Range 3

(P15 1-51) £7,600 to £8,640

plus £1,000 for housing

allowance. The post

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NORTHUMBERLAND

COUNCIL

ROTHBURY THOMLINSON'S

CARE CENTRE

ROTHBURY

MORRIS NEEB YTH

COMMUNITY

TEACHER

Required from 1 April 1986.

Applications invited from

qualified teachers with re-

levant experience in Commu-

nity Education.

Successful candidate will

also have responsibility for

two residential centres situ-

ated in the Rothbury area,

for which an addi-

tional allowance is paid. Post-

al will be especially valuable

to those seeking experience in

youth and community work in

a rural area. Rothbury, border-

ing on the Northumberland

National Park, is an attractive

small market town centrally

situated in Consett.

Removal expenses and lodg-

ing allowance payable in

approved cases.

Application forms and fur-

ther details obtainable by re-

questing a leaflet from the

Headteacher at the address

shown above to whom com-

pleted forms should be re-

turned within 10 days of the

date of this advertisement.

Post: 02498 440000

SHROPSHIRE

COUNCIL

(An Equal Opportunity

Employer)

YOUTH SERVICE

Applications invited from

experienced youth workers

working on the street and

work with young people at:

Brooklands, Telford.

Person appointed will

work in the District Team of

South Wirkin.

INSET approved Staff

Development Policy.

Salary JNC Range 3, P15,

£7,600 to £8,640 plus addi-

tional allowances.

Further details, job de-

scription and application

form may be obtained from

the Youth Officer, Shrewsbury,



Cheshire

PRINCIPAL INDUSTRIAL RELATIONS OFFICER

£15,111-£16,908
CHESTER

The person appointed will work under the direction of the Assistant Director (Personnel) providing a consistent and comprehensive industrial relations service for the Education Department, for both teaching and non-teaching employees, including advising on and taking part where appropriate in negotiations and consultations with employee representatives. Approximately 9,500 teaching and 12,800 non-teaching staff are employed by the Department.

Candidates should have a wide and detailed knowledge of industrial relations in a large organisation, not necessarily Local Government, with direct experience of dealing with trade unions.

Application forms and further particulars are available from the Director of Education, Cheshire County Council, County Hall, Chester (Tel: Chester 602326). Closing date 11th December 1985. All applicants will be considered on the basis of suitability for the post, regardless of sex, race, marital status, religion or disability.

(11821)

EDUCATION DEPARTMENT

DEPUTY DIRECTOR OF EDUCATION

Applicants should be graduates with successful teaching and administrative experience.

The successful applicant will be concerned with the overall management of the education service and will be a leading member of the senior management team.

Salary: £17,994 - £19,794.

ASSISTANT DIRECTOR OF EDUCATION - FURTHER EDUCATION

Applications are invited for this post from graduates with teaching and, preferably, administrative experience in an Education Office. The person appointed will assist the Senior Assistant Director for Further Education in the exercise of responsibilities which are mainly concerned with Sunderland Polytechnic, two large colleges of further education, a substantial youth, adult and community service, a careers advisory service, the awards system, the Youth Training Scheme and outdoor education centres. The specific duties of the post relate to the adult education, adult basic education and youth and community sectors. The successful applicant will also have opportunities to make a wider contribution as a member of the departmental senior officers' team.

Salary: £14,025 - £15,111.

Application forms and further particulars (a.s.e.) are obtainable from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN (Tel: Sunderland 76161 ext. 2228) to be returned to him by 11th December, 1985.



General County Inspector

(Higher & Further Education)
Salary: Southbury H.T. Group 8/9/10
£14,664 - £16,141 p.a.
(pay award pending)

Applications are invited for the post of General County Inspector (Higher & Further Education). Candidates should be suitably qualified and have wide experience of further education. Application form and further particulars available from: Chief Education Officer, Staffing Non Teaching Section, Education Offices, Tipping Street, Stafford, ST16 2DH to be returned by 6th December, 1985. (Please enclose s.a.e. for reply). Trade Union membership desirable.

Staffordshire County Council

Administration

KNOWSLEY

METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
Adviser - Adult Youth
Burnham Headteacher Group 6
£12,888 - £14,184

This is an interesting and challenging post. In addition to the normal range of educational responsibilities, the Adviser will be responsible for the development of a range of educational projects and initiatives. This managerial post requires someone with leadership skills, energy, vision and commitment to youth and adult work in a deprived area with a forward looking policy. Applicants should have substantial relevant experience and should possess appropriate qualifications.

Application forms and job descriptions are available from the Head of Manpower Services, Municipal Buildings, Kirkby, Merseyside L32 1YK (Tel: 051-443 4172) to whom they should be returned not later than December 8th 1985. (14180) 480000

WALTHAM FOREST

AN EQUAL OPPORTUNITY
EMPLOYER
ADVISORY TEACHER FOR
PHYSICAL EDUCATION
Burnham Scale 4 plus Outer
London Allowance and Casual
User Car Allowance

Applications are invited for a post of an Advisory Teacher for Physical Education to complement the post of a Teacher of Physical Education in a Secondary School. Teaching experience in a Primary School and a special interest in Gymnastics and/or Dance would be advantageous.

Application form and further particulars may be obtained from Chief Education Officer, Municipal Offices, High Road, Leyton, E15 5QJ, to whom they should be returned by 6th December, 1985. Ref: X1/667. (05595) 480000

EDUCATION DEPARTMENT

SENIOR MUSIC TUTOR

Grade: Burnham HT Group 6
Salary: £13,566-£14,362 inclusive

An experienced Musician and Teacher is required to act as assistant to the Adviser for Music. Duties will include the co-ordination of instrumental work and Borough-based performance groups as well as help with music in schools.

Application forms and further details available from the Director of Educational Services, (Ref. Staffing/JAO/250), Mercury House, Romford RM1 3DR. Tel: Romford 68899 ext. 275. Closing date 6th December 1985.

The above vacancy is exempt from the Staff Commissioning rules procedure. However, applications from employees of the GLC or MCCs with relevant experience will be welcome.

(11936)

Area Education Officer

North East Derbyshire, Chesterfield and Bolsover
Salary: £17,385-£18,260 (with effect from 1.4.86)

Applications are invited from suitably qualified candidates for this senior appointment available from 1 April 1986 as a consequence of the retirement of the present holder.

Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority. The Area Education Officer is responsible to the Director of Education for schools and other educational services in North East Derbyshire, Chesterfield and Bolsover and is based at Chesterfield.

Application forms and details from The Director of Education, Education Department, County Offices, Matlock, Derbyshire, DE4 3AG. Telephone: (0629) 3411, extension 6425. Closing date: Friday 6 December 1985.



ilea Inner London Education Authority

Staff Inspector for Drama

Salary Range: £21,540-£23,368 plus £1,494 plus London Weighting Allowance

Applications are invited for the post of Staff Inspector for Drama to lead a team to advise upon and inspect all aspects of Drama and theatre in ILEA educational establishments from primary schools to institutions of further and higher education.

Applicants should have appropriate academic qualifications together with substantial relevant experience as a teacher and adviser and in theatre and/or allied media.

Applicants must demonstrate a thorough understanding of education practice and have a commitment to the Authority's policies on equality of opportunity (Race, Sex, and Caste).

Suitable for Job Sharing.
Application forms and further details are available from Personnel Services Division (EC/Estab 18), Room 366, The County Hall, London SE1 7PB. Please enclose s.a.e. Closing date for the return of completed applications is 16.12.85.

This post is subject to the ring-fence procedure. It is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience, but priority will be given to employees of the ILEA/GLC or MCCs.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (11949)

EAST SUSSEX CAREERS SERVICE

Principal East Sussex Team Leader

based at Brighton

£12,168-£13,308

Applications are invited from suitably qualified and experienced careers officers for this key management post within the recently restructured careers service. The main duties include: the management of the Brighton and Hove Careers Team; liaison with the other 5 team leaders; deputising where appropriate for the Head of Careers services.

Application forms and further details from County Education Officer, (ref. PC), PO Box 4, Lewes, BN7 1SQ (see please).

Closing date: December 18.

(11920)

ilea Inner London Education Authority

Inspector for Multi-Ethnic and Anti-Racist Education

Salary Range: £15,972 - £17,928
plus £1,494 London Weighting Allowance

Applicants must demonstrate a thorough understanding of education practice and have a commitment to the Authority's policies on equality of opportunity (Race, sex and class).

To join the team of inspectors for multi-ethnic and anti-racist education. The team has a remit across the whole Authority and in all phases. The successful applicant for this post will spend the major part of her/his time, working with an existing member of the team on the development, in schools, of English for bilingual pupils and their access to, and achievement in, the wider curriculum. Good school experience in the education of bilingual pupils at the primary and/or secondary levels, experience of relevant in-service work and curriculum development, involvement with bilingual communities and qualifications in language and ESI are required. Re-advertisement.

Suitable for job sharing.
Application forms and further details are available from Personnel Services Division (EC/Estab 18), Room 366, The County Hall, London SE1 7PB. Please enclose an SAE. Closing date for the return of completed applications is 16.12.85.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (11899)

County Education Department

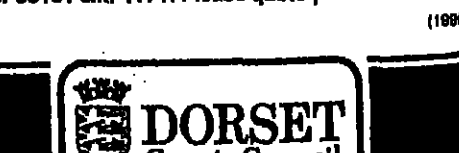
Adviser for Health Education

(Based at Dorchester)

This is a new post arising out of a joint initiative by the education and health service. An imaginative, enthusiastic and well qualified professional is sought for this important post within the education advisory team. You should have had extensive teaching experience at a senior level.

Salary within the Southbury Range (Burnham Headteacher Group 8) £14,684 to £15,963 (under review).

Application forms returnable by 6 December 1985 and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester 63131 ext. 4171. Please quote post C0337.



EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

SO1 £9,975 - £10,838
Colchester Careers Office

Applications are invited for the above post for a temporary fixed term until October, 1987.

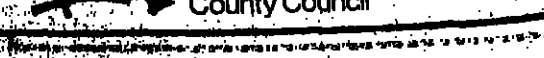
In addition to the normal duties of a Careers Officer, the Senior Careers Officer will be responsible for the general organisation and administration of the careers office.

Candidates should hold the Diploma in Careers Guidance and have suitable experience within a careers service.

The post offers excellent opportunities for permanent progression within the Essex Careers Service.

Closing date: 6th December, 1985.

Application form and further details available from (s.a.e.) please send the County Education Officer (P), P.O. Box 47, Market Road, Chelmsford, CM1 1LD. Telephone: Chelmsford 287222, ext. 2626. (11848)



ADMINISTRATION - LEA

WALTHAM FOREST

LONDON BOROUGH OF WALTHAM FOREST

EDUCATION DEPARTMENT

TEMPORARY CAREERS OFFICER

(SCALE 5 £8,577 to £9,354 plus casual user car allowance)

This position is to provide temporary cover, as a result of an officer's maternity leave, for a period of up to six months. Applicants should be qualified to undertake a full range of duties in one of our Area Teams.

Please quote ref: CE 7265.

Application form and further details from Recruitment Officer, Personnel Department, County Hall, Forest Road, London Waltham Forest, W14 8SR - 24 hour answering service.

Closing date: 6th December 1985.

An Equal Opportunity Employer. (12005) 480000

Child Care

HERTFORDSHIRE

Full resident Houseparent, to well qualified group at this 12 children in care. Their aim is to provide an outstanding level of service in every respect. Personal qualities essential. Initially £7,500 with free accommodation/boarding. Wexham, Capel Lane, Stenstead Abbots, Herts. SG4 0NN (14255)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.



WARWICKSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

Assistant Area Education Officer

NORTHERN AREA

P.O.3. £11,850 - £12,885

Applications are invited from graduates with successful teaching experience for this new post based in Nuneaton. Previous experience in local authority administration will be an advantage.

The post will involve a wide range of duties associated with the administration of schools, in particular the provision for pupils with special educational needs.

An essential car user allowance is payable and a settling in allowance available in appropriate cases.

Application forms and further details from the County Education Officer, Staff and Pay Section, 22 Northgate Street, Warwick, CV34 4SR (reference SP/TW) Telephone: Warwick (0926) 493431, ext. 2554.

Closing date: 6th December, 1985. Warwickshire is an equal opportunities employer. (11898)

This post is subject to the LMOSC ring-fence procedure. With their agreement it is now being offered on an unrestricted basis. Applications are invited from anyone with appropriate qualifications or experience, but priority will be given to employees of the GLC or MCCs.

PRINCIPAL OFFICER (SUPPORT)

£16,788-£18,488 p.a.

Applicants for this key post are sought from candidates of graduate status with extensive and successful relevant local authority experience at a senior level. Consideration may also be given to persons able to demonstrate evidence of outstandingly successful administrative ability in senior management in other sectors.

A wide range of duties is involved including the oversight of the School Meals Service and policy aspects relating to the employment of manual staff especially in the catering and cleaning service and general administrative support for the Education Service including computerisation.

Please quote reference: ED 688/A. Closing date: 11.12.85.

Application forms obtainable from the Personnel Office, Room A/204, Town Hall Annex, New Broadway, Ealing W5 2BY. Tel: (01) 840 1985 (24 hour service).

All salaries are inclusive of London Weighting Allowance. All posts are open to male and female applicants unless otherwise stated.

Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply. (11816)

Ealing London Borough

MANCHESTER DIOCESAN COUNCIL FOR EDUCATION

seeks to appoint a

SCHOOLS' OFFICER

This new appointment forms part of the re-organisation of the Council's staff.

The new Schools' Department will help in shaping and applying a strategy for the effective administration and financing of Church Schools in the Diocese.

A leader with a proven track record in Schools' administration is sought - there are eleven Local Education Authorities and 200 Church schools in the Diocese.

Applications are invited from suitably qualified and experienced women or men, lay or ordained.

Full details may be obtained from: The Chairman of the Council, The Very Revd, Robert Viddings, Manchester Diocesan Council for Education, Room 20, Church House, 90 Deansgate, Manchester M3 2GJ.

Closing date for applications will be January 6th, 1986. Interviews will be held in mid-January. (11893)

Post 16 Officer

PO1 (f) £12,885 - £14,025

Applications are invited for the above post in the Continuing Education Division from 1st January 1986. Applicants should have a good honours degree and a successful teaching background - not necessarily in FE - and some management experience in an education establishment or an education department of an LEA. Previous holders of the post now hold positions at second tier level in this and other authorities. The principal duties will be to assist the Senior Assistant Education Officer - Post 16 Education and Training with the administration of the Authority's two colleges - particularly in relation to resource and personnel management, course approval, student liaison, and the integration of post 16 provision made by secondary schools and colleges. There will also be an opportunity for involvement in the development of provision for the unemployed, the ethnic minority communities, and those with special educational needs; as well as the administration of the FE capital programme. There will be a significant contribution to be made to the completion of the Authority's NAPE Development Plan. Will be expected to represent the Chief Education Officer at regional meetings and to liaise with elected members, governing bodies, the senior management of colleges and schools and with other departments of the Authority. The Authority has recently published its proposals to reorganise its Post 16 provision on the basis of eight tertiary colleges. Will be closely involved in the preparation for the reorganisation, and also expected to contribute to the general work of the Post 16 team of officers and advisers. A participative approach to management is essential. For information discussions tel John Farrow on 0742 739880.

APPLICATION FORMS AND FURTHER DETAILS FROM THE CHIEF EDUCATION OFFICER (CLOUTING REFERENCE 87/P/8), EDUCATION DEPARTMENT, PO BOX 10, EDWARDS STREET, SHEFFIELD S1 1JR. CLOSING DATE 6TH DECEMBER, 1985.

City of Sheffield

An Equal Opportunity Employer

Education General Inspectors (For Curriculum Specialist)

1. Humanities
2. Multi-Cultural Education
Southbury H.T. Group 9 £16,782-£17,112 p.a.

Well qualified candidates with substantial and responsible teaching experience are sought for these important posts within the Authority's Advisory and Inspection Services. The successful applicants (male or female) will contribute to an expanding programme of curriculum and professional development in schools and colleges with a specific focus on one of the above curriculum areas. For the Humanities post, experience in Geography and/or related disciplines will be an advantage. The successful post-holders will be encouraged to develop strategies that review practice and both challenge and support practitioners. This will involve working closely with other colleagues (at all levels in the service) in the mutual development of better understanding and attitudes and in a whole range of curriculum and professional development tasks. This is a re-advertisement. Previous applicants should indicate if they wish their application to be brought forward.

Relocation expenses where appropriate.

Application forms and further details are available from the Director of Education, at County Hall. Please include a 24p s.a.e. (11cm x 22cm). A 30p s.a.e. is required for both sets of details. Closing date 6 December.

Please quote ref. A18/145.

An Equal Opportunity Employer.



NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

THE IMPACT OF GCSE ON SCHOOLS AND LEAS

Research Officer

Applications are invited for a Research Officer to work on a one year study on the effects of the introduction of GCSE on schools and LEAs.

The project will focus primarily on the management of the innovation at LEA and school level, including an appraisal of the INSET programme. The research will be carried out through case studies and falls into two phases: a review of the initial issues of implementation, and follow-up in schools during the summer and autumn.

Applicants should have a good honours degree, sound knowledge of research methods in the social sciences and the ability to write for publication. Experience in one or more of the following areas would be valuable: carrying out and writing up case study research; managing public examinations in schools; working with or for public examination boards; planning in-service courses.

The project will run from 1 January 1986 or as soon as possible thereafter to 31 December 1986.

Salary Scale: £9,450 - £10,720. This salary scale is currently under review and placement will be according to qualifications and experience.

For application form and further particulars, please apply to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, Berkshire, SL1 2DQ. Telephone: Slough 74123.

Closing date for applications is Friday 6 December 1985 and interviews will be held on Wednesday 18 December 1985.

(11892)

Department of Education and Science

HM Inspectors of Schools

Applications are invited from men and women, preferably aged between 31 and 45, for appointment in England as HM Inspectors. HM inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Current vacancies are for specialists in:

(A) Primary Education

Ref. 18/86
Applicants should have relevant teaching experience and knowledge of current thinking and practice relating to the curriculum and to school organisation within the 5-13 age range. It will be advantageous to have held a post of substantial responsibility in primary education and to have significant expertise and knowledge of a particular subject or curricular area.

(B) Information Technology

Ref. 19/86
Applicants should have substantial teaching experience, and have worked with information technology in the context of the school curriculum. A background in primary schools or in computer-related disciplines in secondary schools or teaching training institutions would be advantageous. Those with experience of the development of curriculum materials, the training of teachers, school administration, or the use of computers in school administration will be welcomed.

Starting salary for all posts is within the range £17,000-£22,900. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned as soon as possible and not later than 13th December 1985) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London, SE1 7PH. Telephone: 01-934 0798, 0799, 0800.

The Civil Service is an equal opportunity employer.

FURTHER EDUCATION UNIT

The FEU which is an advisory, intelligence and development body for further education requires as soon as possible:

2 Development Officers

Each to assume responsibility for work in one of the following areas:

Vocational Preparation
Staff Development

Applications must have worked in further or higher education and/or training and must have experience of curriculum and/or staff development, organisation and/or evaluation. An ability to work as an FEU team member, with FE training staff at all levels in a variety of institutions and to write reports is also necessary.

The posts will be based in London, but some travel will be involved.

Salary range: £14,873 - £19,728 (including £1,365 per annum London Weighting).

Both appointments will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: Maxine Murray, Further Education Unit, Room 6/89, Elizabeth House, York Road, London SE1 7PH. Telephone: 01-934 9424/8423 (direct line).

Closing date for receipt of completed application forms is Friday 13th December, 1985. (11893)

EASTERN Arts

EASTERN ARTS ASSOCIATION CAMBRIDGE

Education Officer

£9,975 - £11,604

The post involves responsibility for co-ordinating the Association's work in the field of Education and the Arts, and developing links with Local Education Authorities, schools, colleges, the WEA and other bodies.

Eastern Arts is the Regional Arts Association for Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk. The appointment will be based in Cambridge.

The Association is an equal opportunities employer.

Application form and further details from Carol Hall, Assistant to the Director, Eastern Arts Association, 8/9 Bridge Street, Cambridge CB2 1UA. Tel: Cambridge 357536.

Closing date for applications 6th December 1985 (11817)

